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ABSTRACT

This guide for the speech curriculum includes three separate but interrelated sections: intercultural communication syllabuses, communication and social change/development syllabuses, and international communication syllabuses--media emphasis. Each section contains a number of syllabuses originally designed for various speech courses at schools in 18 states. A sample syllabus designed by Dr. Njoku Awa at Cornell University is entitled "Intercultural Communication" and utilizes two texts--"Intercultural Communication: A Reading," by Larry Samover; and "Intercommunication Among Nations and Peoples," by Michael Prosser. The major objectives of the course are to help students grasp some of the problems inherent in intercultural communication and to provide a forum where American and foreign students can explore together the complexities in decoding culturally related verbal and nonverbal cues. The course systematically examines linguistic/extralinguistic, social, psychological, racial, ethnic, and regional barriers to communication, discussing such topics as cultural relativism, international versus intercultural communication, and nonverbal intercultural cues. An extensive bibliography is included. (TS)

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SYLLABI IN INTERCULTURAL COMMUNICATION: 1974

COMPILED BY MICHAEL H. PROSSER

UNIVERSITY OF VIRGINIA

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PREFACE

The first National Curriculum Development Conference in Intercultural Communication was held at Massanetta Springs, Virginia under the sponsorship of the Speech Communication Department, at the University of Virginia from August 19-25, 1973. The primary purpose of the conference was to assist participants to develop syllabuses in intercultural communication and subsequently to produce a mimeographed collection of syllabuses prepared by the conference participants. Fifty-five official participants and their families represented eighteen different states and sixteen different academic disciplines. They included teachers and students from colleges and universities throughout the United States; foreign and black student advisors; and representatives from the Peace Corps, the Kittering Foundation, the National Drug Abuse Training Center, the HUMRO Program of the United States Navy, and the Regional Council for International Education. While the conference offered participants an opportunity to involve themselves in discussions either about curriculum development in intercultural communication or communication and social change/development, a variety of other discussions, simulation games, and exercises were also held as they related to different aspects of intercultural communication.

The conference planners included David Hoopes, Executive Director of the Intercultural Communications Network of the Regional Council for International Education, and Editor of Communique; William Herzog, Assistant Professor of Communication at Michigan State University; William Starosta and Ted Marr, Assistant Professors in Speech Communication at the University of Virginia; and me. Other speakers and facilitators included James Dees, Chairman of Psychology, University of Virginia; Edward Stewart, then Latin American Training Specialist for the Peace Corps, and presently Professor at the George Washington University; Turget Acter, Charles Pieper, and Sergius Lashutha of the United States Navy HUMRO program; Jean Marie Ackermann, presently Director of Transcultural Training for Language House, Chicago; and

Dennis Lowry, Assistant Professor of Journalism at Southern Illinois University. Special conference assistance and materials were provided for the participants by the Regional Council for International Education; the Intercultural Studies Information Service of the Foreign Area Materials Center in New York; the U.S. Navy HUMRO program; Wadsworth Co. Publishers; and Harper and Row Publishers.

During the 1973-74 academic year, conferences on intercultural communication have been held at least in Oregon, California, Utah, Minnesota, Washington, D.C., Connecticut, Hawaii, and New York (a conference modeled after the Virginia conference). More such conferences are expected during the 1974-75 academic year. The themes are varied and information about them is frequently carried in Communique, published free by the Intercultural Communications Network of the Regional Council for International Education, University of Pittsburgh, Pittsburgh, Pa.

From July 25-28, 1974, the national 1974 Conference on Intercultural Communication was held at Chicago, under the sponsorship of the Commission for International and Intercultural Communication of the Speech Communication Association, in cooperation with the Intercultural Communication Division of the International Communication Association, and the Society for Intercultural Education, Training and Research. The major themes for this conference included definitions and process observation of intercultural communication; developing a course or unit in intercultural communication; preparing or leading an intercultural communication workshop; preparing for an in depth experience in contrast or foreign culture as a teacher, student, trainer, or researcher; the use of simulation games available for intercultural teaching and training; and print and non-print materials available for teaching and training in intercultural communication. This conference was designed entirely around small group discussions and exercises, and included no formal paper presentation. Nearly fifty persons assisted in facilitating or co-facilitating for some aspect of the conference direction or planning. Proceedings

are expected to be published by the Speech Communication Association in 1975. This large conference was developed out of the Virginia conference, but allowed much more flexibility for all of the participants than the earlier conference had been able to do.

At the end of October, 1974, the founding national conference of the Society for Intercultural Education, Training and Research is scheduled to be held in Washington, D. C. The founding members of this organization intend the Society to bridge the gap between the problems facing academic teachers and researchers and professional trainers in such areas as intercultural communication. One of the Society's chief aims is to foster the sort of cooperation between organizations and individuals as that suggested in the 1973 and 1974 conferences on intercultural communication, and those which are expected to follow. The first collected set of syllabuses in intercultural communication, in fact, was printed by David Hoopes, who will be the Executive Director of the new Society, in Readings in Intercultural Communication, vol. 2 (1972) which he edited for the Regional Council for International Education. Simultaneously, in the same volume, he made an effort to link both teachers and trainers together, by publishing a series of essays on how to organize the intercultural communications workshop.

As a long-range goal of the Virginia conference, we had hoped to publish in a modest format all of the syllabuses prepared by the participants at that conference. A number of the persons at the conference found that while the conference was useful to them in other ways, they either were not interested in developing syllabuses or were not ready to prepare such syllabuses. Some college and university teachers were interested in more long-range planning than the immediate preparation of the syllabuses allowed them, especially if they were not going to teach courses in intercultural communication or communication and social change/development in the near future. The idea of the syllabus collection was attractive,

nevertheless, to a large number of persons, particularly to persons not attending the conference but who had developed or wished to develop their own syllabuses for such courses. I have received more than 175 requests to receive such a collection by interested persons. Additionally, a number of persons not at the conference were willing to include their syllabuses in such a collection, causing it to grow considerably. We have of course missed a large number of syllabuses which ought to be included, but perhaps these can be offered in a later collected version.

The syllabus collection as it presently has developed includes three major types of syllabuses: for intercultural communication courses in general; for communication and social change/development courses; and a small number of syllabuses for international communication (with a media emphasis). I apologize of course for the diverse formats of the various syllabuses included in the collection. However, the rich diversity of content in the various syllabuses, and at the same time, an unusually high correlation among many of the syllabuses in terms of goals, assignments, readings, etc. should more than make-up for the stylistic difficulties caused by the diversity of original printed syllabuses, from which the entire set was copied.

Thanks are due to all those who permitted their syllabuses to be printed. I particularly appreciate the submission of those syllabuses by the participants of the Virginia conference, who were to have been the original contributors to the collection. We have reprinted some of the syllabuses by contributors to the original Readings in Intercultural Communication, vol. 2 (1972) edited by David Hoopes, and some of these contributors have submitted new versions of their earlier syllabuses. Ward Morehouse, President, of the Council for International Studies Programs, who provided us assistance for attendance by New York state college and university teachers, and materials for the Virginia conference, expects to establish a small committee of persons who will assist the Intercultural Studies Information Service

on a regular basis to plan and provide publications for the Center in the area of intercultural communication.

This collection is our first modest effort in providing a collection of syllbauses as potential models for those who are engaged in curriculum development in intercultural communication. As such, it should be seen as the effort to stimulate a larger involvement by others in such curriculum development.

Michael H. Prosser
University of Virginia
December 1974

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CAN INTERCULTURAL COMMUNICATION BE TAUGHT IN A CLASSROOM?*

William S. Howell
University of Minnesota

Last Saturday, April 20, 1974, I attended a program on the Cultural Assimilator at the annual convention of the International Communication Association in New Orleans. After listening to three scholarly papers Edward Stewart, the program commentator, summarized the presentations by saying, "The panel took an American approach. They 'problem-solved' and ended up with a list of problems."

In considering the perplexing--and inevitable--question, "Can intercultural communication be taught in a classroom?" I will probably follow the primrose path of American-style analysis and suffer the fate of my worthy predecessors in New Orleans in that problems rather than solutions will result. I am a creature of my culture, and that is the way of my academic world. But I will attempt to break away from one norm of the professor paper--I will try to skeletonize my analysis. If I can lay out the bare bones of my argument so the problems that concern me stand out identifiably and memorably, then your groups in deliberating ways of approaching intercultural communication in the classroom will

*This paper was delivered at the Intercultural Communication Conference, held at the University of Minnesota on April 26-27, 1974.

find it easier to modify, refute, and possibly solve them. Then you can go beyond my brief list to other vital issues demanding resolution so that peoples of diverse backgrounds can be helped to work together more effectively and live together more happily.

First--before any of us can justify spending time and energy studying intercultural communication, a basic premise must be accepted as true. For a clear statement of that fundamental premise I am indebted to an ICA/SCA Committee in a document "--For Closing the Gap between the Is and the Ought-to-Be", working draft #4: COMMUNICATIVE PROCESSES, INCLUDING THE INTERCULTURAL, CAN BE ANALYZED, STUDIED, AND MODIFIED.

Second--in assessing the liklihood that intercultural communication may be taught in the classroom, we should distinguish "intercultural" from "cross-cultural," and address any single course we teach primarily to one or the other. Stan Harms in his new book Intercultural Communication (Harper and Row, 1973, p. 41) neatly separates these often confused terms. I use part of his comparison, with modifications and additions.

Intercultural	Cross-Cultural
Interactive (Joint Venture)	One-way (Sender-Receiver)
Mutual Purpose	Individual Purpose
Unofficial	Official
Developed Message	Prepared Message

Ideally, cross-cultural communication is confined to mass media while person-to-person communication is desireably intercultural. My attention in this paper is directed to the class in intercultural communication. In it, some cross-cultural content will appear, for purposes of comparison and contrast. But cross-cultural matters are not permitted to become central to the course.

Third--I'm arbitrarily excluding the intercultural workshop from this consideration; since it is predominantly experiential it does not conform to what American schools and colleges term the "classroom." Much valuable intercultural learning comes from the workshop I know. But the classroom I'm talking about places vastly more emphasis on cognitive materials than does the typical workshop.

The classroom course in intercultural communication as we have arbitrarily and narrowly defined it is an "iffy" business. If certain objectives can be attained, then the intercultural communication class can be a significant contribution to the overall study of human communication. Let us list those conditions that must be met if a class in intercultural communication is to be productive and worthwhile.

1. Intercultural communication study must utilize communication theory. We have been reluctant to adapt useful concepts to the intercultural application. We need to appropriate whatever may

be useful to our work and give it a try. Some examples of under-used categories developed by scholars of communication are: linguistic patterns and theories, relational (interactional) models that replace sender-receiver concepts; cultural values and sets of expectations; classification of kinds of interpersonal communication by function, specifically to inform, persuade, entertain, coerce, conventionalize; non-verbal communication theory, both behavioral categories and nonverbal interactions classified by function; and the most talked about and least used construct, empathy.

The threat to teacher and student who would use communication theory in the classroom is the pitfall of jargon. When we assert that intercultural communication is facilitated by isomorphic attributions or that the goal of our course is the ability to converse with sociolinguistic relevance we have used communication theory badly. Any helpful concept can be converted into everyday language, and it should be so translated. For example, persons with isomorphic attributions have similar interests. Simple, isn't it?

2. The needs of particular people in a given class must be served. Persons in an intercultural communication class represent diverse ethnic groups and have an amazing variety of reasons for taking the course. The consequence is the disturbing conclusion that the course must be custom-designed for each class. This means no set syllabus, no routine sampling of cultures to be

examined. It means further, that individual and group student projects must not be handed to or imposed upon the class, but must grow out of interests and purposes contributed by the participants. Ideally, and this will admittedly lead to some compromise, ideally each student should develop his own interest in a way that is most productive for him or her, and this should be a high priority objective of the class.

3. In-class and out-of-class resources should be exploited. Perhaps intercultural communication is the most contingent subject you can teach. Cultural relations are in a continuous state of flux, new situations provide fresh materials for case study. Different people flow by, in and out of class, many of them loaded with unique experiences, expertise, and insights. The intercultural communication class is an entrepreneurial enterprise. When opportunity knocks, the greater wisdom may be to open the door and rearrange the lesson plans. Truly, the intercultural class can be a joint venture, drawing upon collaboration of teacher, students, and in-school and out-of-school contributions from outside the class.

4. Multi-cultural methods as well as multi-cultural content should be exemplified. The big hurdle in breaking away from a one hundred percent American approach is to conduct the class so that the subjective and the scientific are given comparable value. Only a few years ago intuitive insights were excluded from the study of

intercultural communication because only empirical research was thought to add to knowledge. This was particularly ironical in studies of communication among the world's peoples, of whom a great majority made their decisions intuitively and rejected Western facts and logic in problem solving. Now, finally, we are admitting that we may not have the only path to wisdom. As Ed Stewart said last week in New Orleans, "Subjectivity is becoming respectable."

Let me give you an example. In January of 1972 in a conference on World Communication at the East-West Center, Honolulu, Hawaii, Everett Kleinjans, the Chancellor of the Center, gave the characteristics of the effective intercultural communicator. These were:

1. He sees a person first, a representative of a culture second.
2. He knows people are good.
3. He knows the values of other cultures, and of his own.
4. He has control over his visceral reactions.
5. He speaks with hopefulness and candor.
6. He has inner security. He can be different, comfortably.

Dr. Kleinjans has a Ph.D. in linguistics and spent twenty years in the Far East, some in China, most of that time in Japan. To arrive at the traits of the effective intercultural communicator, he developed no paper and pencil tests, did no empirical research,

had no experimental and control groups. Yet, his intuitively developed conclusions merit the same thoughtful consideration and testing we would give the results of a controlled experiment. His final observation, given after he had talked about the good intercultural communicator, really challenges those of us trying to train persons in this skill. He said, "It is possible that intercultural communicators are born, not made."

In an American classroom, it is not easy to deal with the subjective, as in examining the role of trust in varied cultures and contexts. An instrument that has become popular in intercultural training is the Culture Assimilator, a paper and pencil device that present critical incidents typical of interactions of a specific category, as those of white junior grade army officers and black enlisted men. To each critical incident there are several possible solutions given. The trainee rank orders these solutions. Then he turns the page and in programmed learning fashion finds the preferred rank order and an analysis of the reasons for the correct ranking.

In the Culture Assimilator the most helpful test items are based upon subtle distinctions that are predominantly intuitive, certainly subjective. We must realize that to the person from a non-Western culture, distinctions we make experimentally and empirically are similarly subtle and elusive. The implications

we see in numerical data escape the person whose ways of thinking do not include quantification of personal traits and interactions. Our intercultural class should make clear the equivalent difficulty of a Westerner understanding the use of indirection and the non-Westerner grasping the significance of test scores. Classroom training can help both students gain some understanding of the contrasting cultures' reliance upon subjective or objective variables and thereby contribute to mutual understanding in intercultural communication.

5. Experiential learning should supplement the learning of information. I use the term "experiential" in its broadest sense. When we use video tapes, films, and guest speakers, which cause a student to become passively involved in intercultural experience via empathy, we are providing participation at a level close to that of cognitive learning. Role playing exercises in which an intercultural problem situation is prepared for and played out, video-taped and analyzed, is a more profound learning experience. I like Ed Stewart's contrast culture model for role playing, in which a trained actor from one of the cultures represented interacts with a relatively naive student. When the resulting video tape is discussed by class and participants, the trained culture representative contributes insights that multiply the learning from the role-playing experience.

Include as experiential elements ongoing creative projects, individual or team. I prefer breaking a class up into fairly homogeneous teams to work on common tasks off and on over a period of weeks. A rewarding task for a group is to build culture assimilator items for specific sorts of interactions involving definite persons in somewhat typical task oriented intercultural communications. When a group locates informants, collects information on relevant cultural norms, devises critical incidents that can be considered to be typical, refines them with the help of the cultural informants, and finally checks their assimilator item quality by administering their product to a sample population, some important intercultural learning is bound to occur. Behavior modification is a likely consequent also in my subjective opinion. I stress that this opinion is subjective in origin because measuring behaviors that influence outcomes of communication and proving that these result from experiencing certain assimilator items rather than from other influences are well-nigh impossible tasks. So a teacher probably has to assume that if a student shows significant change on a paper and pencil instrument like the culture assimilator it is likely that related intercultural performance will be modified to some degree.

6. Boundaries of academic disciplines are crossed whenever one feels an impulse to do so. Keeping intercultural communication in one academic compartment is a cruel and unusual punishment that

contradicts the nature of the enterprise. Intercultural communication is an integrative study rather than one which attempts basic research. The intercultural communication teacher should welcome persons, sources, and materials from many sources. Here are some university departments which have been helpful to my intercultural course: Counseling and Student Personnel Psychology, Public Health, Linguistics, Political Science, Philosophy, Anthropology, Business Administration, Industrial Relations, Journalism and Mass Communication, Nursing, Department of Family Practice in the Medical School, The School of Social Work, Sociology, the Foreign Student Office. The list could be extended easily.

In 1971 I compiled a directory of international communication scholars in five universities: Indiana, Illinois, Michigan State, Minnesota and Wisconsin. I listed only professors conducting current research on intercultural communication overseas. One hundred and twenty such active researchers were listed. When I tabulated their professions I was amazed. The hundred and twenty scholars of intercultural communication represented forty different disciplines. Truly, the study of intercultural communication cannot be said to belong to, or be monopolized by one or two academic departments.

My experience has been that every discipline has an approach that offers something of value, and the more you can draw upon

these varied sources the more your intercultural communication course is enriched. The willingness of associates in other areas to contribute to an intercultural class amazes me. Something about the study of intercultural interaction "grabs" people, turns them on, so they are happy to join forces with people who share their preoccupation. Possibly promoting integrated projects in intercultural communication will help to break down the artificial barriers that too often result in duplication of effort and the failure to share resources in our schools, colleges and universities.

7. Local problems are not neglected, and are given a global perspective. It is my prejudice that a well-balanced course in intercultural communication should give about equal emphasis to domestic and to overseas issues. I'm sure teachers in some instances stress one of these to the near exclusion of the other, and with reasons that make sense to them. However, I find it rewarding to compare local intercultural situations with more exotic and bizarre interactions in foreign lands. More often than not the same difficulties appear. These seem less dramatic at home because of their familiar context. For example, students find exciting the discovery that some of our difficulty in relating to American Indians comes from our failure to understand that they subordinate the individual to the group much as do the Japanese. The ways we use time become meaningful only when we fit our patterns

into the range of time orientations around the globe. By relating local practices to those nearby and far away we come to appreciate that these cultural phenomena are on a continuum, and are in no sense fixed or absolute. Perhaps the most important insight from the study of intercultural communication is the realization that everything we live by is relative. Somewhere on Spaceship Earth is a culture which finds our treasured values to be unwholesome and gives high priority to goals and practices we reject. The presence of members of these very different cultures in class makes unfamiliar cultural patterns real and believable.

The cross-over point when a student begins to accept a wide range of values and sets of expectations seems to occur when he finds himself assuming that a contrasting culture has as much merit as his own, without thinking about it. This seems to develop through the study of remote cultures more easily than through examining the local scene, where out-of-awareness prejudices get in the way. When elements of intercultural communication in a remote place are identified, the local situation can be examined to find if those same elements exist here. The comparison raises obstacles to communication above the threshhold of awareness and develops intercultural empathy. Differences come to be appreciated rather than deplored; when you come to enjoy differences, a foundation on which you can build particular skills for specific intercultural

communication applications exists.

I have concluded from my limited experience that intercultural communication CAN be taught in a classroom, providing seven problems are satisfactorily solved. These are

1. Communication theory must be utilized
2. The course must be adjusted to meet the needs of particular students
3. In-class and out-of-class resources must be aggressively exploited
4. Multi-cultural methods should be used
5. Experiential learning should supplement the acquiring of information
6. The course should bring together materials from as many disciplines as possible
7. A global perspective must relate local and remote applications of intercultural communication.

If we attain these objectives, our classes in intercultural communication are certain to be of value.

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Speech 247 -- Cases in Intercultural Communication
Dr. N. Asuncion-Lande
(University of Kansas)

Objectives

1. To develop an understanding of the nature and process of intercultural communication.

2. To develop insights and/or skills in the diagnosis and analysis of complex interpersonal communication situations.

3. To familiarize students with some theories and methodologies that would aid them in the analysis of various types of communication problems.

Readings (selected articles from the following):

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2. L. Samovar, R. Porter, Intercultural Communication: A Reader, Belmont, Calif. Wadsworth, 1972.

3. Edmund M.Midura, Why aren't We Getting Through? The Urban Communication Crisis. Washington, D.C.: Acropolis Books, 1971.

4. Arthur L. Smith, Deluvina Hernandez, Anne Allen, How to Talk with People of Other Races, Ethnic Groups, and Cultures. Los Angeles: Trans-Ethnic Foundation, 1971.

5. Reginald Smart, Global Village Conversation. Bridges and Barriers to Communication Between Persons of Different Cultures. Painesville, Ohio: Lake Erie College, 1967.

6. E. Nottingham (ed.), Case Studies in Intercultural Communication: An Anthology, Graduate School of Corporate and Political Communication, Fairfield University, Fairfield, Connecticut, 1973.

7. D. Hoopes (ed.), Readings in Intercultural Communication, Vol. I. Regional Council for International Education, University of Pittsburgh, Pennsylvania.

Class Activities

1. Case materials will be handed out in class.

2. Group discussion will be the principal method of learning. Role playing, with each student being assigned to act out a person indicated will, for the most part, be used to stimulate discussion.

3. Written analyses of some cases will also be assigned.

4. The students will be assisted by the instructor in relating theories that they read in the assigned materials with the cases that are discussed in class.

5. Films will be shown to supplement readings and to serve as illustrations of theories, methodologies, and cases.

6. There will be two tests. 1st-during mid-term and, 2nd-during the last week of classes.

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7. Final grade will be from the following.
   class participation 1/3
   written tests 1/3
   original cases and
   written reports 1/3

8. Each student must write an original case, personal, hypothetical or observed from the media, and analyze it. This is due the second to the last week of class of the fall semester. The paper's length, typed and double-spaced, must be between 4-7 pages, including references, if any.

9. Attendance is important as group participation is an integral part of the class. The assumption of the participative nature of the course is that students will learn from the experiences afforded by the exercises. To miss these experiences deprives the student a vital component of the course.

Course Outline*

I. A. Concepts: 1. Communication, culture, intercultural communication, interracial, transracial.
2. attitudes, beliefs, values, perception, empathy, attribution, socialization.
3. stereotypes, prejudice, ethnocentrism, nationalism, internationalism.

B. Processes: 1. role playing, role-taking
2. case study method
3. description and evaluation

C. Language and communication: structure and effects

D. Non-verbal communication-structure and effects

II. Films: Eye of the Beholder
Pictures in your Mind
To see or not to see
Something of Value
Where is Prejudice

*Emphasis will be on case-analysis and role play approaches for an understanding of the nature of intercultural communication. Since it is a basic course, it will be oriented more towards the practical rather than the theoretical outcome.

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Speech 748--Intercultural Communication: The American Indian

Instructor: Dr. Nobleza Asuncion-Lande
Co-Instructor: A faculty member from Haskell Indian Junior College

Course Description: An examination of the barriers to effective communication between Indian and non-Indian individuals and groups (3)

Objectives: To develop an understanding of the nature and process of intercultural communication.

To determine whether group conceptions of communication show significant culture patterning.

To examine specific types of communication behavior which may facilitate or hinder interpersonal interaction between Indians and non-Indians.

To acquaint students with the intercultural communication workshop as one alternative in facilitating or improving interpersonal-intercultural communication.

Activities: 1. The class will be conducted along group discussion and lecture methods. Discussions will be centered around key concepts in the readings and guest lectures.

2. Specialists from KU and Haskell Indian Junior College will be invited as guest lecturers.

3. Films on Indian culture will be shown at specific intervals.

4. There will be two examinations on the assigned readings and lectures--the first at the middle of the semester and the second towards the end of the semester.

5. The class will be divided into groups of five students each. Each group will prepare a project.* The project results will be presented orally in class, and a written report of it shall be submitted to the instructor on the last day of classes. The project may be based either on readings or on field work.

6. The final grade will be a composite of the work done in class:
   a. Participation in group discussions
   b. Examinations
   c. Written critiques of films
   d. Project (oral and written presentations)

7. An intercultural communication workshop will be held during the later part of the semester. The primary purpose of the workshop is to expand awareness of the dynamics and effects of culture in interpersonal communication.

Course Content:

1. Guest lectures:
   "A Survey of North American Indian Cultures"
   "Amerindian Languages"
   "American Indian Folklore"
   "American Indian Art"
   "Education and the American Indian"
   "American Indian Rhetoric"
   "The Contemporary American Indian"

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*Each group will submit a one-page project proposal complete with a bibliography of literature on the selected topic.

2. Films:
   1. "Man and His Culture"
   2. "Navajo Indian Life", "Peaceful ones", (Hopi) "Pueblo Boy", "Warriors at Peace"
   3. "Rainbow of Stone", "Spirit in the Earth", "Navajos-Children of the Gods"
   4. "Navajos Move Into the Space Age", "Indian American", "The Exiles"
   5. "Discovering Indian Music", "Legends of the Sioux", "Northwest Indian Art", "Navajo Night Dances"

3. Readings: Assigned readings will be from the following references:
   A. L. Samovar, R. Porter. Intercultural Communication: A Reader.
      M. H. Prosser. Intercommunication Among Nations and People.
      L. S. Harms. Intercultural Communication.
      E. T. Hall. The Silent Language.
      _____. The Hidden Dimension.
      D. Berlo. The Process of Communication.
      E. Stewart. American Cultural Patterns: A Cross-Cultural Perspective.

   B. F. Eggan. The American Indian: Perspectives for the Study of Social Change.
      F. O. Gearing. The Face of the Fox.
      S. Steiner. The New Indians.
      J. Honingmann. Understanding Culture.
      M. L. Wax. Indian Americans: Unity and Diversity.
      E. Cahn, D. W. Hearne. Our Brother's Keeper: The Indian in White America.

   C. V. I. Armstrong. I have Spoken.
      D. Brown. Bury My Heart at Wounded Knee.
      V. Deloria. We Talk, You Listen.
      L. T. Jones. Aboriginal American Oratory.
      J. G. Neihardt. Black Elk Speaks.
      W. C. Vanderwerth. Indian Oratory.
      L. T. Jones. Amerindian Education.

   D. M. Wax, S. Diamond, F. Gearing. Anthropological Perspectives on Education.

   E. D. Hoopes. Readings In Intercultural Communication I, II, III.

Course Outline: Lectures and films in class will form the basis of discussions on the following topics:*

1. Definitions of communication, culture, intercultural communication. Descriptions of the process of communication, culture and intercultural communication. Communication models and models for the study of culture and subcultures.
2. The Personal dimension in intercultural communication--
   identity, empathy, stereotypes
   perception, socialization, prejudice
   ethnocentrism, nationalism
   norms, attitudes, values, beliefs

---

*Comparisons/contrasts and examples will be drawn, from the context of Indian and white dominant majority behaviors.

3. Language in culture and communication
   Sapir-whorf hypothesis
   Elaborated and restricted codes
   Syntactics and semantics

4. Cultural patterning of non-verbal modes of communication
   Kinesics
   Proxemics
   Paralinguistics
   Temporality

5. Problems in intercultural communication
   interpersonal-intercultural barriers
   conflict resolution
   negotiations
   decision-making
   leadership and control

6. Education and the American Indian
   assimilation/integration
   traditionalism/modernization

7. The Intercultural Communication Workshop

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ISSUES IN INTERCULTURAL COMMUNICATION

Speech 749 Anthropology 714 M. Asuncion-Lande, Instructor

This course is an examination of the nature, process and factors affecting communication in an intercultural context, and of methods of training for intercultural communication roles.

Text:

Samovar and Porter. INTERCULTURAL COMMUNICATION: A Reader.

Supplementary Resources:

Prosser. INTERCOMMUNICATION AMONG NATIONS AND PEOPLE.
Harms. INTERCULTURAL COMMUNICATION.
Rich. INTERRACIAL COMMUNICATION.
Smith. TOWARD TRANSRACIAL COMMUNICATION. TRANSRACIAL COMMUNICATION.
Hoopes. READINGS IN INTERCULTURAL COMMUNICATION, VOLS. I, II, AND III.
Cherry. WORLD COMMUNICATION: THREAT OR PROMISE.
Assorted reproduced materials (from journals and unpublished articles).

Class Activities:

The discussion-lecture-laboratory methods of instruction will be employed in the course. Students will be assigned readings which will form the basis of discussions.

Films will supplement materials from readings and lectures. They will be shown at appropriate intervals.

Participation in an intercultural communications workshop will be required of all students enrolled in the course. The workshop is a relatively intensive program normally lasting between two or three days, usually off campus. The workshop is designed to explore cultural factors which tend to inhibit communication between individuals of different cultures, and provides a framework in which participants may experience 'cultural sensitivity' which may help facilitate cross-cultural encounters.

An investigative paper is required of all students. Its aim is to demonstrate a student's understanding of the subject. A tentative outline should be submitted by the eighth week for a critical evaluation by the instructor.

There are two examinations in the course: a mid-term and a final.

Course Content:

Study of theoretical perspectives, varied aspects of intercultural communication, the failures inherent in the process and their possible remedies, and training programs designed for intercultural communication roles. It includes:

A. General overview: concepts and definitions, nature of the process, functions of intercultural communication, dysfunctional uses.

B. Social-psychological factors: world view, perception, ethnocentrism, culture shock, attitude change, attitude formation, role relationships, expectations, etc.

C. Linguistic variables: linguistic approach to intercultural communication study, social meanings in linguistic structures, elaborate and restricted codes, bilingualism, bidialectalism, biculturalism, world language-lingua franca, translation.

D. Nonverbal variables: proxemics, kinesics, paralanguage, temporality, values, wearing apparel; traditions, personality factors; out-of-awareness nature of non-linguistic communication, non-verbal expectations as a product of values, obligations and constraints of a subculture; the tendency to respond evaluatively to culture bound non-verbal behavior; consequences of speaking a language in a host country without understanding appropriate non-verbal behavior, dress, etc.

E. Social aspects of world communication: tourism as a mode of communication; international relations; communication and control; the future of world communications; communication and change, conflict resolution.

F. Training programs for intercultural communication or contact.
   1. ICW, contrast American, culture assimilation, DOD training programs, university-alternative model.
   2. role-playing and role-taking (role reversal), culture-general and culture specific.

G. Intercultural communications research: trends, prospects, problems.

H. Films: "Where's Prejudice"
"Pictures in Your Mind"
"The Detached Americans"
"Time for Burning"
"Black and White Uptight"
"Intercultural Communication Workshop" (University of Minnesota)

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New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Communication Arts
Mann Hall
Ithaca, New York 14850

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CA 501: INTERCULTURAL COMMUNICATION

Spring, 1974

Instructor: Dr. Njoku E. Awa

Meeting Place: Communication Arts Graduate and Research Center

Time: Tuesdays 1:25 to 4:25 P.M.

Texts: Intercultural Communication: A Reading, Larry A. Samover and Richard E. Porter, (Wadsworth, 1972).

Intercommunication Among Nations and Peoples, Michael H. Prosser, (Harper and Row, 1973).

For additional reading list see Bibliography.

Course Objectives and Description:

The major objectives of the course are: (1) to help students to grasp some of the problems inherent in intercultural communication, and (2) to provide a forum where American and foreign students can explore together the complexities in decoding culturally related verbal and nonverbal cues. A minor objective of the course is to make students aware of problems related to the communication - culture interface that may retard or impede the flow and acceptance of innovations that cross cultural boundaries.

In order to meet these objectives, the course will systematically examine linguistic/extralinguistic, social, psychological, racial, ethnic, and regional barriers to communication between individuals who perceive themselves as "different" in significant cultural and subcultural characteristics. Among the topics to be covered are:

(2)

1. Cultural relativism: language and culture.
2. Culture, perception, and communication.
3. International versus intercultural communication.
4. Communication between a foreigner and members of a host country - a simulation game highlighting the foreigner's resocialization experiences.
5. Intracultural communication: beyond racial and social class boundaries.
6. Intracultural communication: problems in interethnic relations in multiethnic and multilingual societies.
7. Nonverbal intercultural cues: their complexities and subtleties.
8. Communicating new ideas: cultural problems in introducing innovations perceived to be exogenous by a target population.

Rationale:

The graduate program in Communication Arts at Cornell University has its emphasis on "strategic application of communication" to societal and human problems. It attracts a good number of foreign students from different parts of the world.[1] Often, these are men and women whose professional duties entail constant interaction with different ethnic and speech communities as well as those from different classes. Undoubtedly, they come to Cornell with a profound knowledge of basic problems in intercultural communication, espec-

[1]The 1973-74 graduate student population is made up of 50 percent U.S. and 50 percent foreign students.

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ially in cooperative extension, adult education, antipoverty programs, family planning, and the like. The need for sharing this knowledge, for exploring the cultural basis of different communication experiences, and for synthesizing the universals (if any) in intercultural communication problems cannot be overemphasized.

Prominent among other reasons for creating the course are two philosophically unrelated efforts in studying problems in intercultural communication at Cornell. The first is the series of intercultural communication workshops organized by the intercultural communication association (INCAS) which mostly consists of students from the international living center, otherwise known as "Dorm.8." The association conducts periodic workshops to explore cultural differences among participants, and to encourage respect for those differences.

The second effort is the predeparture seminar "Beyond Cornell" which is conducted annually for foreign students who are about to return to their countries. The emphasis is on hypothetical sociocultural problems that foreign students face back home when they try to implement programs that are based on technological skills acquired abroad. Clearly, this is one of the dimensions of intercultural communication. Communicating new ideas in developing countries involves interacting with people from different ethnic backgrounds and status configurations.

From their inception these activities have received the strong support of the International Student Office at Cornell. The leaders of both activities have expressed interest in the emergence of a course utilizing some elements of the experiential learning approach

in a format that does not compromise the academic rigor of graduate level work. Thus, while the course is not intended to undermine the worthwhile activities of "INCAS" and "Beyond Cornell", the three programs stand to benefit from the unique approach of one another.

Evaluation:

Students taking the course for credit will be required to write a term/research paper on an aspect of intercultural communication that excites them. While there are other criteria for determining final grades (e.g. class participation or additional project), the paper will count for more than 50 percent of a student's grade. The criteria by which the quality of a term paper is to be judged will be discussed on the first day of class.

Bibliography

While some of the books listed below are intended to serve as collateral reading material, most of them have sections which every student should read. An attempt has been made to identify the most obvious sections in some of the books. More books and sections will be added as the need arises.

Since the bibliography is alphabetized, the order in which books are listed will not necessarily coincide with their order of importance.

(5)

Books

A Casebook of Social Change, Niehoff, Arthur H. (editor), Chicago, Ill.: Aldine Publishing Company, 1966.

Communication and Culture, Smith, Alfred G. (editor), N.Y.: Holt, Rinehart and Winston, 1966. (Chapters I, IV, V and XIII).

Communication and Social Change in Latin America: Introducing New Technology, Deutschmann, Paul J. et al, Frederick A. Praeger Publishers, 1968. (Chapters 3,4 and 6). Call No. HN 110 5 A8 D48C2.

Communication in Africa, Doob, Leonard W., Yale University Press, 1961. (Chapters III and IX). Call No. P 92 A4 D69.

Introducing Social Change: A Manuel for Americans Overseas, Arensberg, Conrad M. and Arthur H. Niehoff, Chicago, Ill.: Aldine Publishing Company, 1964.

Language, Culture and Communication, Greenberg, Joseph H., Stanford University Press, 1971. (Chapters 1 and 3). Call No. P 27 G 79.

Language in Sociocultural Change, Fishman, Joshua A., Stanford University Press, 1972. (Chapters I and IV). Call No. P 41 F 53 L 2.

Language, Psychology and Culture, Lambert, Wallace, Stanford University Press, 1972. (Chapters 6 and 17). Call No. BF 455 A1 L22.

Nonverbal Communication, Hinde, Robert A., (editor), Cambridge: Cambridge University Press, 1972. (Read especially part three).

Nonverbal Communication in Human Interaction, Knapp, Mark L., New York: Holt, Rinehart and Winston, Inc., 1972. (Chapters 1,3, 4,5 and 6).

Modernization Among Peasants: The Impact of Communication, Rogers, Everett M., New York: Holt, Rinehart and Winston, Inc., 1969. (Chapters 2,8 and 16).

The Analysis of Subjective Culture, Triandis, Harry C., New York: John Wiley, 1972. (Chapters to be announced).

The Silent Language, Hall, Edwart T., Greenwich, Conn.: Fawcett Publications, Inc., 1959. (Chapters 2,5,9 and 10).

Weak States in a World of Powers: The Dynamics of International Relations, Singer, Marshall R., New York: The Free Press, 1972. (Chapter 1).

(6)

Articles

1. "Toward an Understanding of Nonverbal Communication Systems" by Randall P. Harrison and Mark Knapp in The Journal of Communication, 22:4 (December, 1972), 339-354.

2. "The Cultural Basis of Emotions and Gestures" by Weston LaBarre in Journal of Personality, XVI (1947).

3. "The Communication of Meaning Across Cultures" by Ray Wood, et al, in The Journal of Communication, 21:2, (June, 1971).

La Ray M. Barna
Dept. of Speech - Portland State Univ.

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(the 2 hr. lower division courses are taught one term)

ntercultural Communication AL 199

Outline of Course Content with Suggested Readings

ey: Purchased texts include two books (1) The Silent Language by Edward T. Hall referred to as SL and (2) The Hidden Dimension by Edward T. Hall referred to as HD and two pamphlets (1) Communications: The Transfer of Meaning by Don Fabun referred to as Communications and (2) What Everyone Should Know About Semantics referred to as Semantics.

Most of the other sources have been placed on two-hour or overnight reserve in the Reserve Library. If not on reserve, there will be an indication such as: (In regular library) or (handout).

Reserve items of particular interest are marked with a star (*).

. Background

A. Definition of culture and examples of cultural differences

SL: pp. 9-13; 31-41; 99-105
HD: pp. 188-189
Understanding Culture by John Honingmann: pp. 1-21

B. Description of the process of communication

SL: pp. 93-94
HD: pp. x, 1-6
Communications: ALL

I. Concepts needed to succeed in interpersonal communication

*Global Village Conversation by Reginald Smart (Whole Pamphlet)

A. How evaluation interferes with understanding

*"The Study of Intercultural Communication in Liberal Education" by William S. Howell in Pacific Speech, Vol. II, No. 4, May, 1968 (regular library or handout)

1. The process of inferential reasoning

2. The difference between description and evaluation

B. What influences perception

1. Culturally-induced selection (of what to look at) and interpretation

HD: pp 77-90
"The Face of the Enemy" by Jerome D. Frank in Psychology Today, Nov. 1968
Impressions of the U.S. by Sophie Hollander

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2. Predispositions or stereotypes

"Nationality and Social Perception" by Bryant Wedge in Journ. of Communication, Dec., 1966

*"How Others See Us" by William Buchanan, pp. 1-12 in America Through Foreign Eyes, The Annals of the American Academy of Political and Social Science, Sept. 1954.

Children's Views of Foreign Peoples by Lambert and Klineberg (research studies to skim)

3. Individual differences

HD: pp. 41-75

4. Anxiety

HD: pp. 165-180
Release from Nervous Tension by David H. Fink

III. Verbal Symbolization (language)

A. Culture contrasts and question of linguistic determinism

SL; pp. 91-94; 106-110
Understanding Culture by John Honingmann: pp. 143-163
*"It Loses Something in the Translation" by Paul A. Kolers in Psychology Today, May 1969

B. Semantic problems

Semantics: ALL
"Psychological Barriers to Communications" by Daniel Katz in Communication and Social Action, The Annals of the Amer. Academy of Political and Social Science, March 1947 pp. 17-26

IV. Nonverbal Communication

A. Symbolic gesture, paralanguage (vocal inflections), and kinesics (bodily movement)

*"The Cultural Basis of Emotions and Gestures" by Weston LaBarre in Journal of Personality, XVI (1947) pp. 49-68 (regular library BFL .J66)

*"How to Read Body Language" in Reader's Digest, Dec. 1969 or Glamour, Sept. 1969 (not on reserve)

"The Cultural Perspective" by Margaret Mead in Communication or Conflict, by Mary Capes Ch. 1

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B. Language of Time

SL: pp. 15-30, 128-145

C. Language of Space (proxemics)

SL: pp. 146-164
HD: pp. 91-164

D. Hall's Primary Message System

. SL: pp. 42-62; 165-168; 171-176; and p. 92

The establishment of culture in man

SL: pp. 66-91; 111-127

Other references:

Customs and Crises in Communication, Irving J. Lee, esp. "A Point of View" by A. Averchenko

Neglected Aspect of Foreign Affairs, Charles Frankel , esp. Chap. 7 (pp. 99-112)

Culture and Communication, Robert Oliver

Clipping illustrating problems of intercultural communication (in a manilla folder - photocopied)

Course No. AL 199
Intercultural Communication Mrs. Barna; 31 SPH

Student Information Sheet

Goal

The goal of this class is to help you to develop an insight into the problems inherent in interpersonal intercultural communication and a sensitivity to the signs of meaning and emotion that come through the frame of reference of someone from another ethnic group. This is not an easy task.

Those of you who are students from another country have already felt some degree of "culture shock" and the frustrations of having ideas and feelings you cannot share. You have probably attributed this to the language barrier, and rightly so, but there are undoubtedly other factors that interfered as well. This class may help to bring them to your awareness and therefore, put you closer to a solution.

American students will find the course to be a magnified look at the basic principles of all communication, as well as preparation for the time you find yourself among strangers, whether it be in this country or another one.

Activities

To be able to successfully communicate with someone from another culture, you must "know" that he has different customs, goals, and thought patterns from your own--but this is not enough. You must be aware of unspoken codes, and somehow be able to relate his actions, which result from his feelings, to your own experiences. Only then can you get beyond the superficial meanings or avoid errors.

For this reason the course will not be a series of lectures about communication or about culture. The class will revolve around you as a participant - in individual conversations, small group discussions, even role-playing or simulated cross-cultural experiences. Your ideas will be respected and your help is needed.

You are encouraged to take this class on a pass/no-pass basis. Your grade will depend on attendance, your active participation in class discussions and class projects, notes on communication experiences, and a term paper in which you will fill in a course content outline according to your own analysis and interpretation.

Dept. of Speech, Portland State University
LaRay M. Barna

3 hours
SP 440 (grad): Problems in Intercultural Communication - 3 hours

An investigation of the problems of understanding and expression which occur when persons are in face-to-face communication with others from a different cultural or sub-cultural background. Experiences in dyads and small groups of mixed cultural backgrounds with a view to improving one's own general and intercultural communication skills.

I. GENERAL OBJECTIVES

To provide students with theory, opportunities for research, and classroom experiences in which he can develop awareness and apply new insights.

To increase the students' knowledge of the special communication problems to be expected when in contact with someone from a different ethnic background.

To increase the students' awareness of their own strengths and weaknesses when in a cross-cultural communication situation.

II. SPECIFIC OBJECTIVES

To acquaint each student with the varying forms of verbal and nonverbal expression, thought processes, attitudes, value systems, perception skills, defensive mechanisms, and other learned characteristics which accompany different cultures and subcultures.

To help them investigate the extent to which these differences can cause problems in understanding and communicating with members of different ethnic groups.

To bring to each student's awareness his own identification with his own culture and/or subculture and the extent to which this interferes with his ability to interact with others.

To stress the importance of individual differences and the influence of stereotypes, preconceptions, value judgments, and anxiety.

III. OUTLINE OF COURSE CONTENT

A. Definitions of culture and communication.
B. Description of the process of communication and conditions necessary for its most efficient functioning.
C. Identification of the elements most likely to malfunction in the setting of intercultural communication: translation of verbal and nonverbal codes, perception (due to unfamiliar stimuli), information processing (due to different systems of reasoning, attitudes, value systems), transmission (due to lack of knowledge of symbol system, style, arrangement, media, etc., that would result in a close approximation of the meaning intended) and noise interference (distraction of anxiety, unfamiliar extraneous stimuli, etc).

D. Concepts and theories related to the understanding of the problems of intercultural communication: linguistic determinism, Hall's primary message system, LaBarre's cultural basis of emotions and gestures, anxiety-tension tolerance and adjustment mechanisms, selective perception, Rokeach's belief hierarchy, phenomenology, reference group theory.
E. Cognitive foundations of beliefs and attitudes and cognitive consistency.
F. Emotional, behavioral, and social foundations of beliefs and attitudes.
G. American assumptions and values.
H. Assumptions and values of contrasting cultures and subcultures.

IV. STUDENT ACTIVITIES

A. General classroom discussion centered around key concepts in readings and ideas presented by guest lecturers.
B. Two-thirds of class time spent in interaction with foreign students in dyads and small groups. Activities and tasks are designed to bring problems of intercultural communication into awareness and provide a setting in which there can be experimentation with solutions to these problems. Role-playing and simulation is also used.
C. Each student reports on an out-of-class event in which he was the only "foreigner".
D. Each student keeps a journal in which he records and analyzes at least one intercultural communication success or failure per week.
E. Each student writes a major term paper and takes a midterm and final.

V. TEXTS AND MATERIALS UTILIZED

A. Adopted texts:

1. Ruesch, Jurgen and Gregory Bateson, "Communication: The Social Matrix of Psychiatry," W. W. Norton & Company, New York. 1968.
2. Bem, Daryl J., "Beliefs, Attitudes, and Human Affairs," Brooks/Cole Pub. Co., Belmont, California, 1970.
3. Hall, Edward T., "The Silent Language," New York: Doubleday and Co, 1959
4. Steward, Edward C., "Aspects of American Culture: A Cross-Cultural Perspective," paper published by Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, 1971.

B. Supplemental Bibliography

1. Hall, Edward T., "The Hidden Dimension" NY: Doubleday & Company, 1969
2. Klineberg, Otto, "The Human Dimension in International Relations", NY: Holt, Rinehard and Winston, 1964
3. LaBarre, Weston, "The Human Animal," Chicago: The Univ. of Chicago Press, 1954
4. Smith, Alfred G., "Communication and Culture: Readings in the Codes of Human Interaction." Holt, Rinehart and Winston, Inc. 1966
5. Berlo, David K. "The Process of Communication: An Introduction to Theory and Practice" Holt, Rinehard and Winston, Inc. 1960

Other books and journal articles of an interdisciplinary nature. The list is too lengthy to reproduce here.

VI. COURSE REQUIREMENTS

Students are expected to participate in all classroom activities, particularly the dyads and small group projects; maintain a journal which includes reactions to these projects and analysis of events observed or participated in outside of class which relates to the subject matter of the course; take a midterm and a final based on the assigned readings; and write a research paper or undertake a study of a particular characteristic of a culture tracing the ramifications of this characteristic when someone of this ethnic group is in communication with various others.

VII. METHODS OF EVALUATION USED

Equal weighing of the following:
- combined test grades
- adequacy of the term paper
- contributions to the classroom projects
- evidence of improved insight as revealed in the journal
- the student's own evaluation of his work

Prepared by LaRay M. Barna
Oct. 7, 1971

This course was successfully offered under the experimental number of AL 199 for three terms beginning winter of 1970. In spring of 1971 a new format was tried under which the number of American and foreign students was still balanced at twelve each, but upper-division and graduate students were admitted under the SP 407/507 seminar number. This was done because most Americans waiting for admission had gone beyond lower division into special interest areas, such as advanced communication theory, foreign service, teaching preparation including the subject of English as a Second Language, or were anticipating travel or intercultural marriage. They were ready for more difficult reading and research than could be handled by most foreign students who were still enrolled under the Al 199 number, but for only two hours credit. A double standard for assignments and grades were therefore averted and the needs of both groups were met more efficiently. The students still met together in active communication two or more hours per week, but one hour of class time per week was still available for the advanced students to share questions and concepts discovered through their special readings. Request for a permanent lower division number may be made later to replace the necessity to use an open number.

CROSS-CULTURAL COMMUNICATION - CST 319
Summer, 1974
Dr. Jerry L. Burk

COURSE DESCRIPTION:

An analysis of the nature of cultural and racial identites and their effects upon human communication behavior. Emphasis is upon helping the student understand human interaction in cross-cultural and interracial communication encounters through an acquaintance with theories of communication, culture, and perception.

TEXTS:

1. Rich, Andrea L. Interracial Communication. New York: Harper & Row, Publishers, 1974.

2. Samovar, Larry A. and Porter, Richard E. (Eds.) Intercultural Communication: A Reader. Belmont, Calif.: Wadsworth Publishing Company, Inc., 1972.

PREMISES CONCERNING MAN'S CONSTITUTIONAL AND CULTURAL NATURE: (Kessing, 1958, pp. 49-50)

1. Man is a member of the animal kingdom. Humans are linked in a total web of biological life with all other organisms. As the Chinese philosopher put it, "Man is kinsman to all nature."

2. Modern men, like all other living organisms, are products of a vast and dynamic process of evolution. This development has proceeded from simpler and more generalized forms to complex and more specialized forms. Man is still a notably generalized animal, with a potential for much further development.

3. Man is in important respects a unique animal. This shows above all in his capacity for precise symbolic communication, particularly through language, and so for learning and storing experience (culture).

4. In broader perspective, all living men have essentially similar characteristics. But the nearer look shows great variability in populations and in individuals--specializations in constitution and in behavior.

5. Throughout the lifetime of each individual a constant interplay is going on between hereditary potentialities and environmental influences. The human constitution and behavior take their shape from a complex interaction of genetic, habitat, and sociocultural factors. These mesh in a notably definitive way during growth to mold the adult, and of course every individual becomes in the process to some degree different and unique.

6. Man is not standing still. The constitutional characteristics of groups and individuals are being constantly modified with each generation and lifetime. Cutural traditions also undergo modification.

PREMISES CONCERNING THE RELATIONSHIP OF COMMUNICATION AND CULTURE:
(Gleeson and Wakefield, 1968, pp. v-vi)

1. The relation between language and culture is a necessary consideration in any fruitful discussion of communication, no matter how practical or limited in scope it may appear; many fallacies and trivial conclusions follow when this complex relation is overlooked.

2. The relation is reciprocal: the form of communication influences (and some would have it determines) the form of culture; the form of culture influences the form of language and language used.

3. The study of communication at its limits is extremely valuable, and leads to an understanding of the potentialities and limitations of the culture and cultural elements otherwise difficult to attain.

SCHEDULE OF ACTIVITIES: June 17 - August 2

Week 1 - June 17 - June 21
I. Major Theme: CULTURE AND COMMUNICATION
1. *"Introduction to Interracial Communication" (Rich, 1-16)*
2. *"An Overview of Intercultural Communication" (Porter, SP 3-17)*
3. *"What is Intercultural Communication?" (Sitaram, SP 18-23)*
** *Recommended Reading: "Problems of Cross-Cultural Communication Research" (Chu, SP 303-309)*

Week 2 - June 24 - June 28
II. Major Theme: SELECTIVITY AND FILTERING
1. *"Perception, Prejudice, and Interracial Communication" (Rich, 17-42)*
2. *"Cultural Factors in the Structuralization of Perception" (Hallowell, SP 49-68)*
3. *"Time and Cool People" (Horton, SP 84-96)*
** *Proposal for Assignment I*

Week 3 - July 1 - July 5
III. Major Theme: IMAGES AND BEHAVIOR
1. *"Stereotypes and Interracial Communication" (Rich, 43-64)*
2. *"Nationality and Social Perception" (Wedge, SP 69-75)*
3. *"Racial Ethnocentrism and Judgement of Beauty" (Martin, SP 76-79)*
** *Recommended Reading: "Directions for Inter-Cultural Communication Research" (Becker, SP 310-319)*
** *Assignment I Due.*

Week 4 - July - July 12
IV. Major Theme: CULTURE AND CONTEXTS
1. *"Role, Culture, and Interracial Communication" (Rich, 65-86)*
2. *"Rapping in the Black Ghetto" (Kochman, SP 141-152)*
3. *"The Effects of Negro and White Dialectical Variations Upon Attitude" (Buck, SP 153-158)*
** *Inventory I*

Week 5 - July 15 - July 19
V. Major Theme: DISPOSITION AND BEHAVIOR
A. Minor Theme: Culture of Poverty
1. "Beliefs, Attitudes, Values, and Interracial Communication" (Rich, 87-124)
2. "Cross-Cultural Studies" (Price-Williams, SP 35-48)
3. "Interpersonal Communication Within Transracial Contexts" (Smith, SP 285-300)
*** Recommended Reading: "Ethnographic Communication: Mandate for a Social Ethic" (Burk, SP 320-327)*
*** Proposal for Assignment II*

Week 6 - July 22 - July 26
VI. Major Theme: CODES AND COMMUNICATION
B. Minor Theme: Native American Cultures
1. "Language and Interracial Communication" (Rich, 125-160)
2. "The Gift of Tongues" (Kluckhohn, SP 101 - 113)
3. "The Sapir-Whorf Hypothesis" (Hoijer, SP 114-122)
*** Assignment II Due*

Week 7 - July 29 - August 2
VII. Major Theme: WORDS AND NOT-WORDS
C. Minor Theme: Chicano Culture
1. "Interracial Implications of Nonverbal Communication" (Rich, 161-196)
2. "Paralinguistics, Kinesics, and Cultural Anthropology" (LaBarre, SP 172-180)
3. "Proxemics: The Study of Man's Spatial Relations" (Hall, SP 205-219)
*** Inventory II*

RESEARCH PROJECTS:

Assignment I: Option A (Maximum 7 pages)
Topic: How are Differences in Culture Revealed Through Perceptual Behavior?

A primary goal of this course is to understand and appreciate the influence of culture upon communication. Perceptual behavior is significant in human communication behavior for the context of messages is directly influenced by this process. This written assignment option encourages you to analyze the nature, functions, effects, and significance of perceptual behavior by research focusing upon: (1) attributes of culture, (2) attributes of human communication, and (3) the influence of perception upon emergent culture and human communication systems. Your paper should include the following:

1. *What is culture?*
2. *What is communication?*
3. *How do culture and communication interact to limit or focus perception?*

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4. *Could cross-cultural/interracial communication problems begin at the level of perception?*

5. *Which comes first, culture or communication or perception?*

6. *How does an understanding of perception help you understand cross-cultural/interracial communication?*

Assignment I: Option B (Maximum 7 pages)

Topic: "How Do Cultural and Racial Differences Manifest Themselves in Communication Behavior?"

A primary goal of this course is to understand and appreciate the influence of culture and race upon human communication behavior. This written assignment option encourages you to analyze the influence of culture and race to determine the nature and significance of that effect. Your paper should address the following:

1. *What constitutes a racial or cultural difference between individuals?*

2. *How does communication behavior influence cultural and racial identity?*

3. *Do individuals with differing cultural and racial identities have differing communication systems?*

4. *Why do communication transactions across cultural and racial lines seem to fail frequently?*

5. *What are the advantages of understanding the nature of cultural or racial identities and human communication systems?*

Assignment II: Option A (Maximum 7 pages)
Topic: Cultural or Racial Group Analysis

A primary objective of this course is to address the effects of cultural or racial identity upon human communication. This written assignment option provides an opportunity for you to observe, analyze, and evaluate the communication behavior across cultural or racial lines. This should help you refine and conceptualize the effects of cultural and racial identities upon communication behavior. Your paper should include the following:

1. *What was the cultural or racial composition of the group you observed?*

2. *Were there differences in communication behavior which may be attributable to the cultural or racial identity of the group?*

3. *Was nonverbal communication behavior highlighted in the group's communication interaction?*

5.

4. *Did you become aware of attitudes, beliefs, or values that may interfere with effective communication between your group and a naive individual?*

5. *Did you become aware of phrases, references, or words which would make your group "bristle" thus interfering with communication?*

6. *What sort of advice would you give a naive individual wishing to communicate effectively with your group?*

Assignment II: Option B (Maximum 7 pages)
Topic: Cultural or Racial Group Analysis

A primary objective of this course is to address the effects of culture and racial identity upon human communication. This written assignment option provides an opportunity for you to research, analyze, and evaluate a cultural or racial group with whom you have not had direct contact. You will focus upon the nature of the cultural or racial group identity and draw inferences for communication interaction. It is advisable to find different author's discussion of your selected group. The more points of view you become aware of, the more complete your analysis may be. Follow the guidelines and questions in Assignment II: Option A and feel free to supplement those questions with information that is significant to your group particularly.

SELECTED BIBLIOGRAPHY:

I. CULTURE AND COMMUNICATION:

Brown, Roger. Words and Things. New York: The Free Press, 1958.

Dance, Frank E. X. Human Communication Theory. New York: Holt, Rinehart, and Winston, Inc., 1967.

Eitzen, D. Stanley. Social Structure and Social Problems in America. Boston: Allyn and Bacon, Inc., 1974.

Gleeson, Patrick and Wakefield, Nancy (Eds.) Language and Culture. Columbus: Charles E. Merrill Publishing Co., 1968.

Gumpers, John J. and Hymes, Dell (Eds.) Directions in Sociolinguistics. New York: Holt, Rinehart, and Winston, Inc., 1972.

Hymes, Dell (Ed.) Language in Culture and Society. New York: Harper & Row, Publishers, 1964.

Keesing, Felix M. Cultural Anthropology. New York: Holt, Rinehart, and Winston, 1958.

Kessler, Evelyn. Anthropology: The Humanizing Process. Boston: Allyn and Bacon, Inc., 1974

Prosser, Michael (Ed.) Intercommunication Among Nations and Peoples. New York: Harper & Row, Publishers, 1973.

Smith, Alfred (Ed.) Communication and Culture. New York: Holt, Rinehart, and Winston, 1966.

II. SELECTIVITY AND FILTERING:

Forgus, Ronald H. Perception. New York: McGraw-Hill Book Co., 1966.

Hastorf, Albert H., Schneider, David J. and Polefka, Judith. Person Perception. Reading, Mass: Addison-Wesley Publishing Co., 1970.

Krech, David and Crutchfield, Richard S. Elements of Psychology. New York: Alfted A. Knopf, Inc., 1958.

McGuire, William J. "The Nature of Attitudes and Attitude Change," in Gardner Lindzey and Elliot Aronson (Eds.), The Handbook of Social Psychology. 2nd Ed., Vol. III, Reading, Mass.: Addison-Wesley Publishing Co., 1969.

Mortensen, C. David, Communication: The Study of Human Interaction. New York: McGraw-Hill Book Co., 1972.

Rokeach, Milton. Beliefs, Attitudes, and Values. San Francisco: Jossey, Bass. 1968.

Vernon, M. D. The Psychology of Perception. Baltimore: Penguin Books, 1963.

III. IMAGES AND BEHAVIOR:

Boulding, Kenneth E. The Image. Ann Arbor: The University of Michigan Press, 1956.

Brown, Roger. Social Psychology. New York: Free Press, 1965.

Collins, Barry E. Social Psychology. Reading, Mass.: Addison-Wesley Publishing Co., 1970.

DeVito, Joseph. The Psychology of Speech and Language. New York: Random House, Inc., 1970.

Jones, James M. Prejudics and Racism. Reading, Mass. : Addison-Wesley Publishing Co., 1972.

Krech, David and Crutchfield, Richard S. Theory and Problems of Social Psychology. New York: McGraw-Hill Book Company, Inc., 1948

Simpson, George E. and Yinger, J. Milton. Racial and Cultural Minorities. 4th Ed. New York: Harper & Row, Publishers, 1972.

Tagiuri, Renato and Petrullo, Luigi. Person Perception and Interpersonal Behavior. Stanford, Calif.: Stanford University Press, 1958.

Tubbs, Stewart L. and Moss, Sylvia. Human Communication An Interpersonal

Perspective. New York: Random House, Inc., 1970.

IV. CULTURE AND CONTEXTS:

Carroll, John B. Language and Thought. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Doob, Leonard W. Social Psychology. New York: Henry Holt and Company, Inc., 1952.

Duncan, Hugh Dalziel. Communication and Social Order. London: Oxford University Press, 1962.

Lindesmith, Alfred R. And Strauss, Anselm L. Social Psychology. 3rd Ed. New York: Holt, Rinehart, and Winston, Inc., 1968.

Manis, Jerome G. and Meltzer, Bernard N. (Eds.) Symbolic Interaction. Boston: Allyn and Bacon, Inc., 1967.

Mead, George Herbert Mind, Self, and Society, Chicago: University of Chicago Press, 1964.

Shibutani, Tamotsu. Society and Personality. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.

V. DISPOSITION AND BEHAVIOR:

Bem, Daryl J. Behavior, Attitudes, and Human Affairs. Belmont, Calif.: Brooks/Cole Publishing Co., 1970.

Cohen, Arthur P. Attitude Change and Social Influence. New York: Basic Books, Inc., 1964.

Cronkhite, Gary. Persuasion: Speech and Behavioral Change. Indianapolis: The Bobbs-Merril Publishing Co., 1969.

Hollander, Edwin P. Principles and Methods of Social Psychology. New York: Oxford University Press, 1967.

Kiesler, Charles A., Collins, Barry E. and Miller, Norman. Attitude Change--Critical Analysis of Theoretical Approaches. New York: John Wiley & Sons, Inc., 1969.

Miller, George A. Communication, Language, and Meaning. New York: Basic Books, Inc., 1973.

Zembardo, Philip and Ebbesen, Ebbe B. Influencing Attitudes and Changing Behavior. Reading, Mass.: Addison-Wesley Publishing Co., 1969.

VI. CODES AND COMMUNICATION:

Alexander, Hubert G. Meaning in Language. Glenview, IL.: Scott, Foresman, and Company, 1969.

Benjamin, Robert L. Semantics and Language Analysis. Indianapolis: The Bobbs-Merrill Company, 1970.

Chase, Stuart. The Tyranny of Words. New York: Harcourt, Brace, and World, Inc., 1964.

Condon, John C. Semantics and Communication. New York: The Macmillan Company, 1966.

Hayakawa, S. I. Language in Thought and Action. 2nd Ed. New York: Harcourt, Brace, and World, Inc., 1964.

Kluckhohn, Clyde. Mirror for Man. New York: McGraw-Hill Book Company, Inc., 1949.

Miller, George A. Language and Communication. New York: McGraw-Hill Book Company, Inc., 1951.

VII. WORDS AND NOT-WORDS:

Barnlund, Dean (Ed) Interpersonal Communication: Survey and Studies. Boston: Houghton Mifflin, 1968.

Eisenberg, Abne M. and Smith, Ralph R. Nonverbal Communication. Indianapolis: The Bobbs-Merrill Company, Inc., 1971.

Goffman, Erving. The Presentation of Self in Everyday Life. Graden City: NY: Doubleday Anchor Books, 1959.

Hall, Edward T. The Silent Language. Greenwich, Conn: The Fawcett Premier World Library, 1959.

Johnson, Wendall. People in Quandries. New York: Harper & Row, Publishers, 1946.

Mehrabian, Albert. Silent Messages. Belmont, Calif.: Wadsworth, 1971.

Watzlawisk, Paul, Beavin, Janet, and Jackson, Don. Pragmatics of Human Communication. New York: W. W. Norton & Company, Inc., 1967.

A. Culture of Poverty:

Barker, Larry L. and Kibler, Robert J. (Eds.) Speech Communication Behavior. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1971.

Bernstein, Basil. "A Public Language: Some Sociological Implications of a Linguistic Form." British Journal of Sociology. Vol. X. No. 4, (December, 1959), pp. 311-327.

Bernstein, Basil. "Elaborated and Restricted Codes: Their Social Orgins and Some Consequences," American Anthropoiogist. Vol. 66,

No. 6, Part 2 (December, 1964), pp. 55-70.

Bernstein, Basil. "Language and Social Class," British Journal of Sociology. Vo. XI, No. 3, (September, 1960), pp 271-277.

Bernstein, Basil, "Some Sociological Determinants of Perception," British Journal of Sociology. Vol. IX, No. 2, (June, 1958), pp159-175.

Halsey, A. H., Floyd, J., and Anderson, A. (Eds.) Society, Economy, and Education. Glencoe: Free Press, 1961.

Mussen, Paul H., Conger, John J., and Kagan, Jerome. Readings in Child Development and Personality. New York: Harper & Row, Publishers, 1970.

Williams, Fred (Ed) Language and Poverty. Chicago: Markham Publishing Company, 1970.

B. Native American Cultures:

Burk, Jerry L. "Oklahoma Seminole Indians: Orgin, History, and Pan-Indianism," The Chronicles of Oklahoma. Vol. LI, No. 2, (Summer, 1973), pp. 211-223.

Cahn, Edgar (Ed) Our Brother's Keeper: The Indian in White America. New York: World Publishing Co., 1969.

Debo, Angie. A History of the Indians of the United States. Norman: The University of Oklahoma Press, 1970.

DeLoria, Vine Jr. Custer Died for Your Sins. New York: Avon Books, 1969.

DeLoria, Vine Jr. We Talk, You Listen. New York: Delta Books, 1970.

Steiner, Stan. The New Indians. New York: Delta Books, 1968.

Van Every, Dale. Disinherited: The Lost Birthright of the American Indian. New York: William Morrow & Company, 1966.

Waddell, Jack O. and Watson, O. Michael. The American Indian in Urban Society. Boston: Little, Brown, and Company, 1971.

C. Chicano Culture:

Burma, John H. (Ed) Mexican-Americans in the United States: A Reader. Cambridge, Mass: Schenkman Publishing Company, Inc., 1970.

Galarza, Ernesto, Gallegos, Herman, and Samora, Julian, Mexican-Americans in the Southwest. Santa Barbara: McNally & Loftin, Publishers, 1970.

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Galarza, Ernesto. Merchants of Labor: The Mexican Bracero Story. Charlotte: McNally & Loftin, Publishers, 1964.

Grebler, Leo, Moore, Joan W., and Guzman, Ralph C. The Mexican-American People. New York: The Free Press, 1970.

Lewis, Oscar. Five Families. New York: Mentor Books, 1959.

Moquin, Wayne, Van Doren, Charles, and Rivera, Feliciano (Eds.) A Documentary History of the Mexican Americans. New York: Praeger Publishers., 1971.

11.

RESEARCH PROJECT PROPOSAL

*Name:*_____ *Course:*_____ *Section:*_____

Assignment: (I or II)

Option: (A or B)

Position: (Explain your purpose in one sentence)

Rationale: ("My plan of work is worthwhile because...")

Tentative Bibliography:

1.

2.

3.

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8.

COMMUNICATION 513
INTERCULTURAL COMMUNICATION
Course Syllabus
Dr. Fred L. Casmir

A four-unit, one trimester course which can be taken either for upper division, undergraduate credit, or for graduate credit. Graduate students should identify themselves at the beginning of the trimester to receive additional assignments or instruction.

PURPOSE OF THE COURSE: This is an introductory survey course intended for students with a variety of interests and a variety of backgrounds, including but not limited to academic majors in communication, communication theory, journalism, education, religion, social sciences, and anthropology. It is assumed that students have been exposed to at least a minimum of contemporary material or thought in the area of human communication, although expertise in the field is not required for this course.

The course is intended to provide both practical and theoretical insight into challenges and difficulties in human communication which result when representatives of different cultures interact. INTERCULTURAL communication for the purposes of this course will be thought of as communication between individuals and small groups of individuals representing different cultural experiences and backgrounds, including subcultures within nations, and cultural groups from different nations.

SPECIFIC PURPOSES: Students will become acquainted with major concepts and terms relating to human communication and intercultural communication. Each participant in the class will be given an opportunity to immerse himself in some specific project, relating to his interests in intercultural communication.

Problems arising from cultural differences, problems standing in the way of intercultural interaction will be considered.

Means and techniques of overcoming problems in intercultural communication will be considered.

Students will become acquainted with a number of organizations and resources available to the student of intercultural communication. Training and training designs or techniques for practitioners of intercultural communication will be briefly considered.

In a very real sense of the word, this is a course with "practical applications of important communication principles." The fact that we live in a "shrinking" world has been stressed too often, and has become too apparent a fact to need extensive explanation. However, culturally caused problems in communication occur also within nations, between ethnic and racial groups, and educational or age groups. Since more and more individuals work in positions which require interaction or communication with culturally "different" individuals, specific consideration of this area is required.

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TERM ASSIGNMENT: Students taking the course for graduate credit should consult with the instructor during the first or second week of the trimester to determine their term project. All other students may select a project suitable to their needs and interests, since this course will allow development of areas relating to a variety of fields and needs ranging from missionary preparation to anthropology and communication theory.

Suggested Projects: Projects do not have to be limited to the following areas or suggestions. Students are encouraged to be creative in the fulfillment of this requirement.

TRAINING FOR INTERCULTURAL COMMUNICATION

Study, in depth, of some specific training device, like simulation techniques

Study of some training program operated or directed by a large organization like the Mormon church (BYU) or the Peace Corps

Critical evaluation of the techniques used, the materials used, the successes and failures of these approaches, would be the major approach if this kind of study is chosen.

CASE STUDIES IN INTERCULTURAL COMMUNICATION

Study of a school or school district which has become racially integrated.

An acculteration study of some specific foreign student or group of foreign students at a U. S. university

Specific studies of missionaries who "failed" or "succeeded" -- teams and individuals

LITERATURE RESEARCH

Development of extensive reading lists and evaluation of articles, books, etc. dealing with intercultural communication.

As already mentioned, these are merely suggestions to help students think. Source materials, such as the ones developed at BYU and made available to students in this course can also serve in the development of this project. Another possible project could be the development of a training manual or teaching material for some specific religious, educational, political or other group involved in intercultural communication.

Application of general concepts in human communication, after review of the findings in a variety of fields or areas, showing their relationship to intercultural communication, could be a project for a student specifically interested in human communication theory.

WRITTEN AND OTHER MATERIAL COMPRISING FINAL REPORTS ARE DUE ON THE ORAL REPORT, STUDENT DIRECTED SESSIONS: MONDAY BEFORE FINALS. Depending on the size of the class, each student will be assigned a specific day and time-period during which to report to the entire class on his project, or some specific limited aspect of his project. As part of the project, and on the day of the report, each student should hand his classmates any summary or outline, list of readings, or other aids which would be helpful to them BOTH FOR STUDYING FOR THE FINAL EXAMINATION AND FOR FUTURE USE. Grades for this part of the term project will be based

both on the oral presentation and the material handed out. Duplication of such material in the division office is possible, if students will type or otherwise prepare copy and TURN IT IN TO THE DIVISION OFFICE NO LATER THAN THREE WORKING DAYS BEFORE THE REPORT WILL BE GIVEN IN CLASS.

TEXTBOOKS: Two textbooks are required.
Samovar and Porter, Intercultural Communication: A Reader
Andrea Rich, Interracial Communication

Both books can be found in the bookstore under the applicable course listing.

TESTS: A midterm and final examination will be given. The midterm, and possibly the final, will be in written form.

WEEK	ASSIGNMENTS
1	Introduction to the Course
2	Samovar and Porter: Section I
3	Samovar and Porter: Section II
4	Samovar and Porter: Section II
5	Samovar and Porter: Section III
6	Samovar and Porter: Section III cont. MIDTERM TEST
7	Samovar and Porter: Section IV
8	Samovar and Porter: Section IV cont.
9	Samovar and Porter: Section V
10	Samovar and Porter: Section V cont.
11	Rich: Chapters 1-4
12	Rich: Chapters 5-8
13	STUDENT DIRECTED SESSIONS
14	STUDENT DIRECTED SESSIONS. Written Reports due Monday of this week.
	FINAL WRITTEN EXAMINATION

Special presentations, visits, films, etc. will be scheduled on specific days as the trimester progresses.

IMPORTANT: All students are encouraged to discuss problems with the instructor throughout the trimester. Anyone making less than a "C" grade for undergraduate students, and less than a "B" grade for graduate students on any assignment should make an appointment with the instructor immediately. ASK FOR HELP WHENEVER YOU NEED IT. Term Projects should be discussed with the instructor NO LATER THAN MIDTERM, and must be approved by the instructor.

PERSPECTIVES ON INTERCULTURAL COMMUNICATION: CULTURE & COMMUNICATION IN BLACK AND LATINO AMERICA

William G. Davey

I. Objectives
   A. To develop an awareness and understanding of the nature of culture.
   B. To develop an understanding of the human communication process.
   C. To identify and explore communication behavior that is culturally determined.
   D. To apply what is known about the nature of communication and culture to the study of Afro-American and Latino communication.

II. Course Outline
   A. The nature of culture.
      1. Culture is learned behavior.
      2. Culture provides rules for individual and societal behavior through customs, institutions, language and technology.
      3. Culture can be studied by analyzing its "Primary Message Systems". (Hall and Trager)

   B. The nature of communication.
      1. Definitions of communication.
      2. Components of communication.
         a. Symbol systems (codes).
            (1) Verbal systems: syntax, phonology, lexicon.
            (2) Non-verbal systems: proxemics, objectics, haptics, etc.
            (3) The relationship of symbol systems.
         b. Participants in communications.
         c. Nature of message systems.
         d. Communication channels.
            (1) Types of channels.
            (2) Interrelationship of channels.
      3. Situational aspects of communication.

   C. The relationship of culture and communication.
      1. Models of communication and culture.
         a. Intercultural communication.
         b. Interracial communication.
         c. International communication.
      2. Culturally determined communication behavior.
         a. Individual values and perceptions.
         b. Societal values and perceptions.
         c. Patterns of social organization.
         d. The nature of verbal and non-verbal codes.
         e. Communication intentionality.

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3. The relationship of culture, communication, and social relations.
   a. Communication and cultural identity.
   b. Communication and assimilation.
   c. Communication and alienation.
   d. Communication and modernization.

D. Perspectives on culture and communication.
   1. Communication in Black America.
      a. Verbal codes.
         (1) Historical survey of Afro-American communication.
         (2) Socio-linguistic description of Afro-American dialects.
         (3) Communication intentionality and form (fancy talk, rappin', sounding, stylin' out, etc.).
      b. Non-verbal codes.
         (1) Kinesics--movement, stance, eye contact.
         (2) Objectics--dress, automobiles.
         (3) Chonemics.
      c. The Black community and social institutions.
         (1) Urban and rural communities.
         (2) Social stratification.
         (3) The Black family.
      d. Communication and social relations.
         (1) The early fight for identity and equality.
         (2) The Civil Rights movement.
         (3) Black Power.
         (4) Community organization strategies.
   2. Communication in the barrio.
      a. The Latino in the United States.
      b. Verbal codes.
         (1) Bilingualism among U.S. Latinos.
         (2) Socio-linguistic description of "Spanglish".
      c. Non-verbal codes.
         (1) Kinesics--movement, eye contact, distance.
         (2) Objectics--dress, color.
         (3) Chonemics.
      d. The Latino community and social institutions.
         (1) Analysis of urban and rural Chicano and Puerto Rican communities.
         (2) Puerto Rican and Chicano migration.
         (3) Social stratification.
         (4) The Latino family (focus on Mexican-American and Puerto Rican).
      e. Communication and social relations.
         (1) Mexican-American awareness: The Chicano Movement.
         (2) Chavez and the migrant farm workers.
         (3) Modernization in Puerto Rico: Luis Munoz Marin.
         (4) Social change in the urban barrio.

III. Instructional Methods
A. Lectures and discussions on selected topics.
B. Presentations by outside resource persons.
C. Multi-media presentations.
D. Student field study.

IV. Evaluation Procedures
A. Mid-term examination.
B. Oral reports.
C. Final paper.

V. Instructional Level
A. Upper division undergraduates.
B. Adaptable to lower division students.

VI. Selected Readings
(Below is an abridged list of readings applicable to the topics discussed in the course. Actual readings vary with the needs and interest of the students.)

Abrahams, Roger D. "Playing the Dozens". Journal of American Folklore. XXV (1962).
Acuna, Rodolfo. Occupied America: The Chicano's Struggle Toward Liberation. San Francisco: Canfield Press, 1972.
Austin, Lettie J., Lewis H. Fenderson, and Sophia P. Nelson, eds. The Black Man and the Promise of America. Glenview, Illinois: Scott, Foresman, and Company, 1970.
Burling, Robbins. English in Black and White. New York: Holt, Rinehart, and Winston, Inc., 1973.
Daniel, Jack L., ed. Black Communication: Dimensions of Research and Instruction. New York: Speech Communication Association, 1974.
Davey, William G. "Pan, Tierra, y Libredad: A Rhetorical Analysis of Luis Munoz Marin and the Political, Economic, and Social Modernization of Puerto Rico", (Unpublished Ph.D. Dissertation, Indiana University.)
Dillard, J.L. Black English: Its History and Usage in the United States.
Dunne, John Gregory. Delano: The Story of the California Grape Strike. Rexdale, Ontario: Ambassador Books, Ltd., 1967.
Fernandez, Micho. "El Barrio Diccionario: Spanglish Made Easy". New York, August 7, 1972.
Fernandez Mendez, Eugenio, ed. Portrait of a Society: Readings on Puerto Rican Sociology. Rio Piedras: University of Puerto Rico Press, 1972.
Fishman, Joshua A., Robert L. Cooper, Roxana Ma, et. al., Bilingualism in the Barrio. U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, August 1968.
Fitzpatrick, Joseph P. Puerto Rican Americans: The Meaning of Migration to the Mainland. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

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Golden, James L., and Richard D. Rieke. The Rhetoric of Black Americans. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

Hall, Edward T. The Silent Language. Garden City, New York: Doubleday and Comapny, Inc., 1959.

Harms, L.S. Intercultural Communication. New York: Harper and Row, 1973.

Hoopes, David. Readings in Intercultural Communication, Three Volumes. Pittsburgh: Regional Council for International Education, 1971-3.

Johnson, Kenneth R. "Back Kinesics--Some Non-Verbal Communication Patterns in the Black Culture". In Messages: A Reader in Human Communication, edited by Jean M. Civikly. New York: Random House, 1974.

Kochman, Thomas, ed. Rappin' and Stylin' Out. Urbana, Ill.: University of Illinois Press, 1972.

Lopez, Alfredo. The Puerto Rican Papers. Indianapolis: The Bobbs-Merrill Company, Inc., 1973.

Ludwig, Ed and James Santibanez, eds. The Chicanos: Mexican American Voices. Baltimore: Penguin Books, Inc., 1971.

Matthiessen, Peter. Sal Si Puedes: Cesar Chavez and the New American Revo[illegible]ion. New York: Random House, 1969.

Moore, Joan W. a[illegible]lfredo Cuellar. Mexican Americans. Englewood Cliff[illegible]ew Jersey: Prentice-Hall, Inc., 1970.

Pinkney, Alph[illegible]. Black Americans. Englewood Cliffs, New Jersey: [illegible]ntice-Hall, Inc., 1969.

Problems in [illegible]derstanding and Producing Sounds, Rhythm, and Intonation, Board of Education of the City of New York, Office of State and Federally Assisted Programs, English As a Second Language and Bilingual Programs, (mimeograph), February 17, 1969.

Rich, Andrea L. Interracial Communication. New York: Harper and Row, 1974.

Samover, Larry A. and Richard E. Porter. Intercultural Communication: A Reader. Belmont, California: Wadsworth Publishing Company, Inc., 1972.

Smith, Arthur L. Language, Communication, and Rhetoric in Black America. New York: Harper and Row, 1972.

Smith, Arthur L. Transracial Communication. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Smith, Arthur L., and Stephen Robb, eds. The Voice of Black Rhetoric. Boston: Allyn and Bacon, 1971.

Steiner, Stan. LaRaza: The Mexican Americans. New York: Harper Colophon Books, 1970.

Stewart, William A. "Continuity and Change in American Negro Dialects". The Florida FL Reporter. Spring 1968.

Stewart, William A. "Sociolinguistic Factors in the History of American Negro Dialects". The Florida FL Reporter, Spring 1967.

Taylor, Orlando. "An Introduction to the Historical Development of Black English: Some Implications for American Education". Washington, D.C.: Center for Applied Linguistics, 1969.

Taylor, Orlando. "Some Sociolinguistic Concepts of Black Language". Today's Speech 19 (Spring 1971).

Vasquez, Richard. Chicano. Garden City, New York: Doubleday and Company, Inc., 1970.

Wagenhein, Kal, ed. The Puerto Ricans: A Documentary History. New York: Praeger Publishers, 1973.

Wells, Henry. The Modernization of Puerto Rico. Cambridge, Massachusetts: Harvard University Press, 1969.

Edmund S. Glenn
University of Delaware

Syllabus for U 366

INTRODUCTION to INTERCULTURAL COMMUNICATION

The purpose of this course is to introduce the student to a number of basic concepts, in terms of which difficulties in intercultural communication can be analyzed, and possibly surmounted.

This objective is to be reached through lectures, discussion, reading, and tutorial sessions.

A term-paper is required.

Reading will be selected jointly by each student and the Instructor, on the basis of the following list:

General Background:

de Revera, T. — Psychological dimensions of foreign policy.

Hall, E. T. — The hidden dimension.
The silent language.

Klineberg, O. — The human dimension in international relations.

*Palm, E. F. — Tiger papa three.

Wedge, B. M. — Visitors to the United States and how they see us.

White, R. K. — Nobody wanted war.

How Do We Become What We Are? - The Psychological View

Bruner, J. S., Goodnow, J. J., & Austin, G. A.
A study of thinking.

Syllabus: U 366 ... Introduction to Intercultural Communication

(-How Do We Become What We Are? - The Psychological View:)

Bruner, J. S., Oliver, R. R., & Greenfield, P. M., et al.	Studies in cognitive growth.
Festinger, L.	The theory of cognitive dissonance.
*Glenn, E. S.	Cognitive structures, culture and social organization.
Kilpatrick, F. P.	Explorations in transactional psychology.
Maslow, A.	Toward a psychology of being.
Piaget, J.	The growth of logical thinking.
	The moral judgment of the child.
Werner, H.	Comparative psychology of mental development.

How and What Do We Know? - The Philosophical View

Babbitt, I.	Rousseau and romanticism.
Bergson, H.	Creative evolution.
Locke, J.	An essay concerning human understanding.
Northrop, F.S.C.	The meeting of East and West.
Plato	Phaedo.
Waley, A.	Three ways of thought in ancient China.

Society and the Individual - The Anthropological View

Diamond, S.	Primitive views of the world.
Fraser, J.	The golden bough.
Lévi-Strauss, C.	Totemism today.
Lévy-Bruhl, L.	Primitive mentality.
Malinowski, B.	Argonauts of the Western Pacific.
Radin, P.	The world of primitive man.

Society and the Individual - The Sociological View

Banfield, E. C.	The unheavenly city.
Grey, A. L.	Class and personality in society.
Hagen, E. E.	On the theory of social change.

Syllabus: U 366 ... Introduction to Intercultural Communication

(-Society and the Individual - The Sociological View)

Parsons, T., & Shills, E. (Eds.) Toward a general theory of action.
Riesman, D. The lonely crowd.
Töennies, F. Fundamental concepts of sociology.
Weber, M. Protestantism and the rise of capitalism.

Communication and Language

Bernstein, B. Restricted and eleborated codes. American Anthropologist, December 1969.
Cohen, R. A. Cultural styles, culture conflict and nonverbal tests of intelligence. American Anthropologist, November 1969.
** *Glenn, E. S. Meaning and behavior: Communication and culture. The Journal of Communication, XVI(4), December 1966, 248-272.
*Glenn, E. S. The university and the revolution: New left or new right?
Hoffman, A. S. International communication and the new diplomacy.
Whorf, B. L. Language, thought and reality.
** Doob, L. Communication in Africa.

The Development of the West

Bronowski, I., & Mazlish, B. The Western intellectual tradition.
Burckhardt, J. The civilization of the Renaissance in Italy: I; II.
Huizinga, J. The waning of the middle ages.
Knowles, D. The evolution of medieval thought.
Morazé, C. The triumph of the middle classes.
Talmon, J. L. The origins of totalitarian democracy.
Wiley, B. The 17th century background.
The 18th century background.

Syllabus: U 366 ... Introduction to Intercultural Communication

Reaction

Allport, G. W. *The nature of prejudice.*
Cantril, H. *Psychology of social movements.*
Cassirer, E. *The myth of the state.*
Cohen, N. *The pursuit of the millenium.*
Da Cunha, E. *Rebellion in the backlands.*
Hoffer, E. *The ordeal of change.*
The true believer.
Jones, LeRoi, & Neal, L. (Eds.) *Black fire.*
Kenniston, K. *The uncommitted.*
Klapp, O. *Collective search for identity.*
Kohn, H. *The mind of Germany.*
Roszak, T. *The making of a counterculture.*
Thrupp, S. *Millenial dreams in action.*
Viereck, P. *Metapolitics.*
Worsley, P. *The trumpet shall sound.*
Wolf, S. J. (Ed.) *The nature of Fascism.*

Group Character

Adams, R. N. *Social change in Latin America today.*
Benedict, R. *Patterns of culture.*
The chrysanthemum and the sword.
Bennett, J. W., Passin, H., & McKnight, R. K. *In search of identity: The Japanese overseas scholar in America and Japan.*
Bronfenbrenner, U. *Two worlds of childhood.*
Custine, A.L.L. *Journey for our time.*
del Castillo, D. *Conquest of Mexico.*
Hamady, S. *Temperament and character of the Arabs.*
Haucourt, G. d'. *La vie Américaine.*
Herzog, E., & Zborowski, M. *Life is with people.*
Hsu, F.L.K. *Clan, caste and club.*
Lerner, D. *The passing of traditional society.*
McClelland, D. *The achieving society.*
The roots of consciousness.

Syllabus: U 366 ... Introduction to Intercultural Communication

(-Group Character)

Meed, M., & Metraux, R.	Themes in French culture.
" (Eds.)	The study of culture at a distance.
Mehnert, K.	Soviet man and his world.
*Nair, K.	Blossoms in the dust.
Tannenbaum, F.	Ten keys to Latin America.
Tucker, R.	Soviet political mind.
Wylie, L.	Village in the Vaucluse.
*Pye, L.	Communications and political development.

The Two Cultures

*Glenn, E. S.	Science, behavior, society and ethics.
* "	The psychology of science and the psychology of art.

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*: To be borrowed, from the Intercultural Communication's Office: #123 Alison Hall (Telephone: 738-2270)

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Tutorials

The selection of the subject of the term-paper calls for a personal conversation ... a tutorial session, between the Student and the Instructor. The Student is expected to request an appointment, in time to prepare an effective paper; and, to request such additional appointments as he or she may need. The Instructor expects to see each Student at least twice, during the Semester.

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Edmund S. Glenn
University of Delaware

Problems in Intercultural Communication.

This is a seminar open to all graduate students, but designed primarily for students having majored in one of the social sciences, in philosophy, in languages, in education, or in business administration. Graduate students with backgrounds other than the ones indicated may be admitted, but are likely to find the reading load heavy: even though the course is self-contained and does not specifically depend on earlier academic work, students not already familiar with some of the literature discussed may find it difficult to meet schedules.

The level of the course makes it accessible to graduate students immediately after the Baccalaureate. More advanced graduate students, already familiar with more than half of the literature on the list, will be given additional assignments in keeping with their area of specialization.

The basic articulation of the seminar is as follows:

A. Introduction to the subject.

Approach to the problem through the case method. Specific cases of misunderstanding and their analysis.

Reading: E.T. Hall, The Silent Language (first part); ETC. Special issue on intercultural communication (E.S. Glenn, ed.). O. Klineberg, The Human Dimension in International Relations.

B. The individual and his attitudes (1): Psychology.

Many of the preconceptions which are naively assumed to be natural or universal are in fact developed through experience, and subject to the variations of experience with cultural setting and personal history. This will be examined in perception, experimental conditioning and concept formation, with particular emphasis on Piaget's work on the development of notions of invariance and of the concept of linear segmented time.

Reading (excerpts only, as assigned by the instructor): F.P. Kilpatrick, Explorations in Transactional Psychology; Bruner, Goodnow and Austin, A Study of Thinking; Bruner, Oliver and Greenfield, Studies in Cognitive Growth; for advanced students only: Piaget.

C. The individual and his attitdues (2): Philosophy.

(a) Dichotomies between basic philosophical approaches to human understanding: apriorism vs. empiricism, Bergson vs. the Western tradition, Confucianism vs. Taoism; the placement of the attitudes described in history.

Reading: Plato, Phaedo; Locke, Essay on Human Understandi
A. Waley, Three Ways of Thought in Ancient China.

(b) Is there such a thing as public philosophy? The great

men theory vs. the sociological approach.

Reading: F.S.C. Northrop, The Meeting of East and West; D.T. Suzuki, Lectures on Zen Buddhism; E. Durkheim, The Elementary Forms of the Religious Life.

D. Society and its attitudes (1): understanding the primitive.

Magic and myth as forms of understanding. Australian aborigines and European peasants. Totemism, kinship and the organization of society. Levy-Bruhl and the criticism of his theses.

Reading: A.I. Hallowell, "Ojibwa metaphysics of being and the perception of persons", in Taiguri and Petrullo, eds., Person Perception and Interpersonal Behavior; J. Fraser, The Golden Bough: P. Radin, The World of Primitive Man: L. Lévi-Strauss, Totemism Today; for the advanced students only: Lévy-Bruhl.

E. Society and its attitudes (2): the mainstream of evolution.

The dichotomous tradition in sociology. Gemeinschaft and Gesellschaft. Syntheses in utopia and in reality; the Ottoman Empire, Indian castes. Ascription and achievement. Stagnation and development.

Reading: T. Parsons and E. Shills, eds., Toward a General Theory of Action: L. Pye, Politics, Personality and Nation Building; K. Nair, Blossoms in the Dust; E.E. Hagen, On the Theory of Social

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Change; for advanced students only: F. Toennies, Gemeinschaft and Gesellschaft; M. Weber, Essays on the Theory of Science, Economy and Society; T. Parsons, The Social System.

F. Oppositions within Western Thought (1).

The Continental and the British traditions. Common and civil law. Soviet jurisprudence. Russia. The Iberic world. France. Britain and the United States.

Reading: K. Pribram, Conflicting Patterns of Thought; mimeographed material prepared by the instructor.

G. Oppositions within Western Thought (2): History.

Patterns of credibility in the Middle Ages, the Renaissance, the Baroque, Enlightenment, Romanticism.

Reading: J. Huinziga, The Waning of the Middle Ages; Machiavelli, The Prince; B. Wiley, The Eighteenth Century Background; L. Mumford, The City in History; M. Peckham, Beyond the Tragic Vision: T. Babbitt, Rousseau and Romanticism.

H. Pathology in culture and society.

Reaction against information overload. Reaction against culture contact. Failure of the culture to reach the lower social classes. Prejudice. Nazism.

Reading: L. Festinger, The Theory of Cognitive Dissonance: G.W. Allport, The Nature of Prejudice; H. Cantril, Psychology of Social Movements; E. Cassirer, The Myth of the State; V. Lanternari, Religions of the Oppressed; E. Hoffer, The True Believer, The Ordeal of Change, H. Kohn, The Mind of Germany; P. Viereck, Metapolitics; literature of nativism: each student will select (with the assistance of the instructor) an article from the anthropological literature on nativism, with specific reference to Cargo Cults, messianic movements such as Kimbangism, etc.; LeRoi Jones and L. Neal, eds., Black Fire; for advanced students only: E. Erikson, Childhood and Society.

I. Language: tool, obstacle and instrument of analysis.

The Sapir-Whorf hypothesis. The Lenneberg objection. Langue and parole. The Berstein and the Glenn analyses.

Reading: B.L. Whorf, Language, Thought and Reality; B. Berstein, "Restricted and Elaborated Codes," American Anthropologist, December 1964; E.S. Glenn, Meaning and Behavior, Communication and Culture; for advanced students only: R. Brown, Words and Things; L.S. Vygotsky, Thought and Language; E. Cassirer, Philosophy of Symbolic Forms.

J. The communication situation.

The situational variable. Who? Where? When? With whom? In whose presence? Open and secret diplomacy.

Reading: L. Doob, Communication in Africa; B.M. Wedge, Foreign Visitors, How They See Us.

K. Simulation.

A role playing exercise, in which the student attempts to communicate with an actor playing the part of a "contrast-American", i.e., someone from a fictitious culture with attitudes and values diametrically opposed to American ones.

Reading: F. Kluckhohn and F. Strodbeck, Variations in Value Orientations.

L. Field Work.

Each student will establish contact with a group representative of a sub-culture distant from the student's own: club, church group, business organization, police or fire department, labor union, etc. The student will not assume any false identity and introduce himself as what he is: a graduate student in communication. He will try to determine the kind of communicative structure which carries credibility with the group, the inner structure of the group's own communication, the group's self-image, and the group's image of other significant parts of the human environ-

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ment. A term paper on the experience will be prepared by each student.

The philosophy of the course is based on bringing out that a common analytical approach can be applied to the various fields touched upon: individual and societal attitudes, as well as situational influences. The analytical concepts to be mainly used are those of the opposition between associative and abstractive, or universalizing and particularizing approaches, the concept of information overload, those of cognitive consonance and dissonance, of reciprocal group and individual reinforcement, etc.

The method calls for large participation on the part of students. In addition to the regular seminar, the instructor hopes for one or two individual tutorial sessions with each participant. To the extent of the possible each student will be able to progress at his own pace.

Additional reading list. Over and above the reading listed in connection with the various articulations of the course (in most cases only excerpts will be required, though the reading of entire books will be encouraged), the following books will be suggested to students, in accordance with the latter's main area of interest:

Goodenough, Co-operation in Change.

S.I. Hayakawa, Language in Thought and Action.

Heilbronner, The Making of Economic Society.

H. Werner, Comparative Psychology of Mental Development.

D. Lerner, The Passing of Traditional Society.

Talmon, The Origins of Totalitarian Democracy.

Friederich, Totalitarianism.

K. Deutsch, The Nerves of Government.

H. Kohn, Pan-Slavism.

J. Woddis, Africa: the Way Ahead.

Lynd, Middletown in Transition.

Gans, The Levittowners and The Urban Villagers.

Warner, Democracy in Jonesville.

Bennet, Passin and McKnight, In Search of Identity.

Malinowski, Argonauts of the Western Pacific.

Harrison, Savage Civilization.

Wylie, Village in the Vaucluse.

Hamady, Temperament and Character of the Arabs.

Diaz del Castillo, Discovery and Conquest of Mexico.

D.R. Morris, The Washing of the Spears.

Herring, History of Latin America.

Mehnert, Soviet Man.

Tucker, Soviet Political Mind.

Chandra-Sekhar, Red China.

Linton, The Tree of Culture.

Benedict, Patterns of Culture.

Lynd, Shame and Guilt.

Goldstein, The Organism.

Kenniston, The Uncommitted.

Donvan and Adelson, The Adolescent Experience.

Baldwin, Theories of Child Development.

White, Nobody Wanted War.

Morazé, Les Bourgeois triomphants.

Hall, The Hidden Dimension.

J.K. Galbraith, The Affluent Society.

J.K. Galbraith, The New Industrial State.

Edmund S. Glenn
University of Delaware

Syllabus for U 866

PROBLEMS IN INTERCULTURAL COMMUNICATION

The purpose of this graduate seminar is to acquaint the student with problems in mutual understanding and communication arising from the diversity of culturally based world views. Differences due to nationality, ethnicity, social class and professional orientation are analyzed and a number of universal parameters derived from the analysis.

The basic articulation of the seminar is as follows:

A. Introduction to the Subject

Approach to the problem through the case method. Specific cases of misunderstanding and their analysis.

Background reading:

de Revera, T. — Psychological dimensions of foreign policy.
Hall, E. T. — The hidden dimension.
The silent language.

Klineberg, O. — The human dimension in international relations.

* Palm, E. F. — Tiger papa three.

Wedge, B. M. — Visitors to the United States and how they see us.

White, R. K. — Nobody wanted war.

*(...To be borrowed from the Intercultural Communication office...)

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Syllabus for U 866: Problems in Intercultural Communication

B. How Do We Become What We Are? - The Psychological View

Reading:

* Glenn, E. S. Cognitive structures, culture and social organization.

Background reading:

Bruner, J. S., Goodnow, J. J., & Austin, G. A. A study of thinking.

Bruner, J. S., Oliver, R. R., & Greenfield, P. M., and others Studies in cognitive growth.

Festinger, L. The theory of cognitive dissonance.
Kilpatrick, F. P. Explorations in transactional psychology.
Maslow, A. Toward a psychology of being.
Piaget, J. The growth of logical thinking.
The moral judgment of the child.
Werner, H. Comparative psychology of mental development.

C. How and What Do We Know? - The Philosophical View

Reading:

Plato. Phaedo.

Background reading:

Babbitt, I. Rousseau and romanticism.
Bergson, H. Creative evolution.

*(...To be borrowed from the Intercultural Communication office...)

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Syllabus for U 866: Problems in Intercultural Communication

(C: -cont'd-)

Locke, J.	An essay concerning human understanding.
Northrop, F. S. C.	The meeting of East and West.
Waley, A.	Three ways of thought in ancient China.

D. Society and the Individual - The Anthropological View

Background reading:

Diamond, S.	Primitive views of the world.
Fraser, J.	The golden bough.
Lévi-Strauss, C.	Totemism today.
Lévy-Bruhl, L.	Primitive mentality.
Malinowski, B.	Argonauts of the Western Pacific.
Radin, P.	The world of primitive man.

E. Society and the Individual - The Sociological View

Background reading:

Banfield, E. C.	The unheavenly city.
Grey, A. L.	Class and personality in society.
Hagen, E. E.	On the theory of social change.
Parsons, T., & Shils, E. (Eds.)	Toward a general theory of action.
Riesman, D.	The lonely crowd.
Toennies, F.	Fundamental concepts of sociology.
Weber, M.	Protestantism and the rise of capitalism.

F. Communication and Language

Reading:

* Glenn, E. S.	The university and the revolution: New left or new right?

*(...To be borrowed from the Intercultural Communication office...)

Syllabus for U 866: Problems in Intercultural Communication
(F: -cont'd-)

Background reading:

Bernstein, B.	Restricted and elaborated codes. American Anthropologist, December 1969.
Cohen, R. A.	Cultural styles, culture conflict and non-verbal tests of intelligence. American Anthropologist, November 1969.
* Glenn, E. S.	Meaning and behavior: Communication and culture. Vol. XVI(4). The Journal of Communication, December 1966, 248-272.
Hoffman, A. S.	International communication and the new diplomacy.
Whorf, B. L.	Language, thought and reality.
Doob, L.	Communication in Africa.

G. The Development of the West

Background reading:

Bronowski, I., & Mazlish, B.	The Western intellectual tradition.
Burckhardt, J.	The civilization of the Renaissance in Italy: I; II
Huizinga, J.	The waning of the middle ages.
Knowles, D.	The evolution of medieval thought.
Moraze, C.	The triumph of the middle classes.
Talmon, J. L.	The origins of totalitarian democracy.
Wiley, B.	The seventeenth century background.
	The eighteenth century background.

H. Reaction

Background reading:

Allport, G. W.	The nature of prejudice.

*(...To be borrowed from the Intercultural Communication office...)

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Syllabus for U 866: Problems in Intercultural Communication

(H: -cont'd-) (Background reading:)

Cantril, H. *Psychology of social movements.*
Cassirer, E. *The myth of the state.*
Cohen, N. *The pursuit of the millenium.*
Da Cunha, E. *Rebellion in the backlands.*
Hoffer, E. *The ordeal of change.*
The true believer.
Jones, LeRoi, & Neal, L. (Eds.)
Black fire.
Kenniston, K. *The uncommitted.*
Klapp, O. *Collective search for identity.*
Kohn, H. *The mind of Germany.*
Roszak, T. *The making of a counterculture.*
Thrupp, S. *Millenial dreams in action.*
Viereck, P. *Metapolitics.*
Worsley, P. *The trumpet shall sound.*

I. Group Character

Background reading:

Adams, R. N. *Social change in Latin America today.*
Benedict, R. *Patterns of culture.*
The chrysanthemum and the sword.
Bennett, J. W., Passin, H., & McKnight, R. K.
In search of identity: the Japanese overseas scholar in America and Japan.
Bronfenbrenner, U. *Two worlds of childhood.*
Custine, A. L. L. *Journey for our time.*
del Castillo, D. *Conquest of Mexico.*
Haucourt, G. d'. *La vie Américaine.*
Hamady, S. *Temperament and character of the Arabs.*
Herzog, E., & Zborowski, M.
Life is with people.
Hsu, F. L. K. *Clan, caste and club.*
Lerner, D. *The passing of traditional society.*
McClelland, D. *The achieving society.*
The roots of consciousness.
Mead, M. & Metraux, R.
Themes in French culture.
" " " " (Eds.) *The study of culture at a distance.*

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Syllabus for U 866: Problems in Intercultural Communication

(I: -cont'd-) (Background reading:)

Mehnert, K.	Soviet man and his world.
Nair, K.	Blossoms in the dust.
Tannenbaum, F.	Ten keys to Latin America.
Tucker, R.	Soviet political mind.
Wylie, L.	Village in the Vaucluse.

J. The Two Cultures

Background reading:

* Glenn, E. S.	Science, behavior, society and ethics.
* " " "	The psychology of science and the psychology of art.

K. Term-paper and Field Work

A term-paper ;is required. It may be based either on reading or on field work.

Papers based on reading should consist of a critical, analytical essay on the books grouped under one of the main headings above - to be selected by the student, with the advice and consent of the Instructor.

Papers based on field work will require the student to establish contact with a cultural or subcultural group, other than his own, to thoroughly analyze his experience in contact with such a group, and to describe the group's self-image and communication patterns. The group will be selected by the student, with the advice and consent of the Instructor.

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Syllabus for U 866: Problems in Intercultural Communication

L. Tutorials

The selection of the subject of the term-paper calls for a personal conversation - a tutorial session - between the student and the Instructor. The student is expected to request an appointment in time to prepare an effective paper and to request such additional appointments as he or she may need. The Instructor expects to see each student at least twice during the Semester.

8-27-70

Maxine Huffman

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COURSE OUTLINE
ENG. 101
CROSS-CULTURAL PERCEPTION AND COMMUNICATION

I. Required Texts:

1) Brown, Ina C. Understanding Other Cultures
2) Hall, Edward T. The Silent Language
3) Pozas, Ricardo. Juan, The Chamula
4) Kryston, Victor and Portia Meares. Know What I Mean

II. Tentative Assignments

Week I. ORIENTATION AND EXPECTATIONS

Textbook Reading: Brown, Ch. 1, 2, 3 (p. 1-48).
Library Reserve Reading: Selections as assigned.
Mon: Introduction: Opinionaire Pretest
Tue: Origins of Man, Race and Races
Thu: Distinction Between Race and Culture
Fri: Discussion of Opinionaire Results and Discussion of the Use of Propaganda and Promotion in National Periodicals

Week II. CULTURES AND COMMUNICATION PROBLEMS

Text: Brown, Ch. 4, 5, 6, & 7 (p. 49-117).
Reserve: As assigned.
Mon: Managerial Grid Exercise - Assign Dyadic Interviews.
Tue: Discussion of Value Systems, cultures, and Religion & Assign Cross-Cultural Perspective Exercise (Stereotypes)
Thu: Introductions following Dyadic Interviews
Fri: Discussion of Cross-Cultural Exercise (Stereotypes)

Week III. COMMUNICATIONS AND CULTURAL CHANGE

Text: Brown, Ch. 8, 9 and 10. (p. 115-170)
Mon: Forces and factors causing cultural changes
Tue: Review behavioral objectives and questions
Thu: Exam #1
Fri: Discussion of Exam contents

Week IV. CULTURAL VALUES AND PERCEPTIONS

Text: Hall, Ch. 1, 2, 3 and 4.
Mon: "Voices of Time," "What is Culture," discuss & assign "The Psychiatrist as Witch Doctor."
Tue: "Vocabulary of Culture," "The Major Triad," assign "An Example of Cultural Diffusion."
Thu: Exercise: "Maps, Models, and Metaphors" & "To Be a Man," p. 3, Know What I Mean.
Fri: Exercise: Value Judgment - "The Engagement."

Week V. LANGUAGE AND COMMUNICATIONS MEDIA

Text: Hall, Ch. 5, 6, 7 and 8.
Mon: "Culture is Communication," "The Pervasive Set"
Tue: "The Elusive Isolate," "The Organizing Patterns"
Thu: Cultural Perspective in France - guest speaker from France.
Fri: Conceptualization in Linguistics - Film

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Week VI. CULTURAL DIVERSITY IN TIME AND SPACE

Text: Hall, Ch. 9, 10, 11 and Reserve Readings
Mon: "Time Talks" and "Space Speaks"
Tue: Exercises: One-way and Two-Way Communication.
Thu: Cultural Perspectives in Germany - guest speaker from Germany
Fri: Exam #2

Week VII. CULTURAL CONFLICT AND COMMUNICATIONS

Text: Pozas, Juan The Chamula (1st half)
Mon: Discussion of Exam and Perspectives through literature of a culture.
Tue: Exercise: Cross-Cultural Assimilations and Assignment of Assimilator Construction.
Thu: Discussion of "Intercultural Communication and the Adjustment of the Sojourner."
Fri: Cultural Perspectives into Hispanic Cultures, guest speaker from Spain or Mexico.

Week VIII. NON-VERBAL COMMUNICATION AND BEHAVIOR

Text: Pozas, Juan The Chamula (concluded)
Mon: Exercise: Dependency - Intimacy Perceptions
Tue: Conclude discussion of Juan The Chamula.
Thu: Developing Intercultural Perception by Independent Studies.
Fri: Exam #3.

Week IX. COMMUNICATION AS AN INTEGRATING ACTIVITY

Text: Reserve Reading List (as assigned)
Mon: American Ethnic and Cultural Diversity
Tue: The American Seen Through the Eyes of a Visitor - Dr. H. Araaya from Ethiopia.
Thu: Communications, Technology and Media Systems
Fri: Communications and Change

Week X. CROSS-CULTURAL PERCEPTION

Text: Reserve Readings (As assigned)
Mon: "Vin D'Honneur" - perception of cultural differences in formal and informal social situations.
Tue: Exercise: Simulation of Reentry and Readjustment Problems
Thu: Non-American Students discussion of entry/reentry problems from various cultures
Fri: Exercise: Post-test opinionaire and evaluation

Final Exam: Essay examination

III. GENERAL INFORMATION & EXPECTATIONS

A. Instructor

For this term Prof. Donald Huffman will be the major instructor with assistance from 4 or 5 others. Office hours will be posted on Prof. Huffman's office door, Room #11, New Central Hall. Feel

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free to visit at any time and with any professor if you have a question regarding the course or your own concerns.

B. Students

Our expectation is that the class will be composed of 3 types of students: (1) Foreign students from other cultures, (2) American students having returned from foreign study, and (3) American students anticipating foreign study. Our objective will be to establish our cultural communication between class members as soon as possible because of the orientation to student-directed discussions and exercises.

C. Instructional Methods

A variety of teaching methods and styles will be employed, most of them more informal than traditional. We will attempt to explain how teaching methods can reflect American educational diversity. A set of behavioral objectives for the course will be given to each student.

D. Grading and Evaluation

Student grades will be assigned by evaluation of the following:

1. Two short essay papers (± 2 pages).

   a) Paper #1 will be due at the time of Exam #2 (end of week #6). The topic should concern your own cultural background with specific attention to the role which oral and visual culture play in the establishment of value systems.

   b) Paper #2 will be due at the time of Exam #3 (end of 8th week). The topic should deal with the ways by which your government communicates with people of your culture or if you wish you may describe how educators in your educational system communicate with the youth of your culture about value systems.

2. Three 1-hour exams given at the end of the 3rd, 6th, and 8th weeks. These exams will cover the lecture-discussions and will emphasize broad concepts and ideas. Some questions may be of the multiple-choice type, some may be short essay, and all will be from items included in the behavioral objectives which have been given to you.

3. A final examination (2 hours). This will be a short essay exam at the end of the course.

4. Participation in class exercises and discussions.

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IV. RESERVE READINGS IN LIBRARY

A. Reprint File

1. There are 4 sets of reprints from which assigned readings will be made. You may wish to read others in the collection, but will be held responsible for discussion only of those assigned during the term.

2. No reprint should be removed from the reserve copies.

B. Other books and items of interest

1. Prosser, Michael H. 1973. Intercommunications Among Nations and Peoples. Harper and Row, New York.

2. Samovar, L. A. and R. E. Porter. 1972. Intercultural Communication: A Reader, Wadsworth Publishing Co., Belmont, Cal.

3. Whorf, Benjamin. 1956. Language, Thought, and Reality: Selected Writings, M.I.T. Press, Cambridge, Mass.

4. Tiger, Lionel and Robin Fox. 1972. The Imperial Animal.

Nemi C. Jain
Department of Communication
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

Summer, 1974
Class: MW 10:30 a.m.-12:35 p.m.
Merrill 223

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COMMUNICATION 350: INTERCULTURAL COMMUNICATION (3 credits)
(Open to Juniors and Seniors only)

Course Purpose: This course examines main concepts and principles of interracial, interethnic, intercultural, and international communication. It will deal with cross-cultural communication problems that are encountered in various social settings (such as schools, business and industry, hospitals, social welfare work, mass media, etc.) within and outside the United States. The course will examine communication aspects of topics such as ethnocentrism, prejudice, discrimination, institutional racism, stereotypes, cultural diversity, linguistic and nonverbal factors in intercultural communication, bilingualism, problems of foreign students, peace corps, foreign policy, international organizations, international mass communication, communication satellites, and United Nations. It emphasizes the practical application of cross-cultural communication principles to the contemporary problems of interethnic and international communication within and outside the United States.

Approach: The course will include informal lecture-cum-discussion sessions, analysis of actual and hypothetical cross-cultural communication case studies, cross-cultural simulation exercises, panel discussions, and some field experience activities. Students will be encouraged to create and participate in other kinds of learning experiences that would facilitate both cognitive and experiential learning of cross-cultural communication.

Texts:
1. Allport, Gordon W. The Nature of Prejudice, Doubleday & Co., 1958 (paperback).
2. Rich, Andrea L., Interracial Communication, Harper and Row, Publishers, 1973, paperback.
3. Samovar, Larry A. and Richard E. Porter, Intercultural Communication: A Reader, Belmont, California: Wadsworth Publishing Co., Inc. 1972 (paperback).

Evaluation and Grading: Your grade will depend on your performance in the following evaluative-cum-learning items:

1. Midterm exam.....60 points or 30% of the grade
2. Final exam.....60 points or 30% of the grade
3. Two assignments OR a term project.....60 points or 30% of the grade
4. Class contribution.....20 points or 10% of the grade

Total- 200 points or 100% of the grade

The nature of exams, assignments and term project will be discussed in class. Class contribution includes class attendance, participation in class discussion and exercises, feedback about the course to the instructor, and any other academic service performed for the course.

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Schedule of Topics, Readings and Assignments:

Date(s)	Topics and Activities	Readings and Assignments
Week 1	Course introduction; class introduction; genesis and present status of the field of intercultural communication; definitions, models and conceptual frameworks of intercultural communication, etc.	Complete some information forms. Receive bibliography on intercultural comm. Samovar and Porter, (1972), pp. 1-23. Rich (1973), pp. 1-15. Jain, Nemi C. and Stroud, Wm. R. "A Conceptual Framework for Studying Intercultural Communication," paper presented to ICA Convention, Phoenix, Arizona, April 22-24, 1971.
Week 2	Formation of in-groups and rejection of out-groups; ethnocentrism, prejudice and discrimination; some theories of prejudice; individual versus institutional racism; acquiring prejudice & dynamics of prejudice, etc.	Allport (1958), pp. 3-79; 201-212; 271-368. (Optional readings: Simpson, George E. and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination, 4th ed., Harper & Row Publishers, 1972, 3-164. Ehrlich, Howard J. The Social Psychology of Prejudice, New York: John Wiley & Sons, 1973, pp. 1-19.
Week 3	Prejudiced versus tolerant personality; socio-cultural factors and prejudice; group differences and intercultural communication; classification, visibility, and causes of group differences; discussion of assignment #1 reports, etc.	Allport (1958), pp. 371-426; 215-249; 83-158. Assignment #1: Group differences and intercultural communication in a specific intercultural situation (30).
Week 4	Social perception and stereotypes in intercultural communication; class discussion of Assignment #1 reports; review and synthesis, etc.; Midterm examination; class discussion of term project outlines.	Allport (1958), pp. 161-200. Rich (1973), pp. 43-64. Samovar and Porter (1972), pp. 49-75. Term Project Outlines due; be prepared to discuss your outline in the class.
Week 5	Linguistic and nonverbal factors in intercultural communication; bi-lingualism; some other factors of intercultural communication; analysis of some cross-cultural encounters; cross-cultural simulation exercises, etc.	Rich (1973), pp. 65-196. Samovar and Porter (1972), pp. 101-114; 123-141. Jensen, J. Vernon, "Perspectives on Nonverbal Intercultural Communication," in his book, Perspectives on Oral Communication, Boston: Holbrook Press, Inc., 1970, pp. 133-161. (Optional reading: Samovar and Porter (1972) pp. 114-123; pp. 141-232.)

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Week 6	Different types of intercultural contacts and their effects; reducing intercultural tensions; foreign students and intercultural communication; discussion of Assignment #2 reports; discussion of some term papers, etc.	Allport (1958), pp. 250-268; 429-480. Jain, Nemi C. and Marcia Shaw Meyer, "Cross-cultural Communication," International Exchange (Milwaukee: National-International Student Congress, University of Wisconsin-Milwaukee, Vol. I, #1, May, 1974, pp. 4-5.); Himmelmann, Freda Jones, "Life Styles in the USA," International Exchange (Milwaukee: National-International Student Congress, University of Wisconsin-Milwaukee, Vol. I, #1, May, 1974, pp. 10-11); Samovar and Porter (1972), pp. 241-255. Assignment #2: Analysis of a specific problem or program dealing with intercultural communication (30). (Optional reading: Simpson, George E. and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination, 4th ed., Harper & Row Publishers, 1972.
Week 7	International communication; communication aspects of foreign policy, foreign aid, Peace Corps, United Nations, international mass media, communication satellites, etc.; discussion of Assignment #2, papers and some term papers, etc.	Davison, W. Phillips, International Political Communication, New York: Frederick A. Praeger, Publishers, 1965, pp. 3-26 & pp. 327-333. Some handouts. (Optional reading: Lederer, Wm. J. and Burdick, Eugene, The Ugly American (W.W. Norton and Company, New York, 1958).
Week 8	Methods and problems of cross-cultural communication research; discussion of some term papers; synthesis and review; Final examination; course evaluation; where do we go from here?	Samovar and Porter (1972), pp. 301-310; 327-333. Hwang, John C. "Intercultural Communication Problems in Crose-cultural Research" in Hoopes, David S. (ed.) Readings in Intercultural Communication, Vol. III. (Pittsburgh, Pa.: Regional Council for International Education, 1972), pp. 41-45. Term papers are due. Complete course evaluation form. Thanks!

University of Virginia
Department of Speech Communication

Spring 1973
Instructor: Dr. Theodore J. Marr

Speech 130: Studies in Intercultural Communication

General theoretical works in intercultural communication; identification of problems in intercultural communication situations; isolation and clarification of key concepts of these problems; experimental research in light of their methodology and fruitfulness.

Requirements: There will be a mid-term and a final examination, several book reports, and a "group-participatory" annotated bibliography.

The outline of the course is as follows.

Abbreviations used for the outline:
* For student book report
SP -- Samovar and Porter text.
P -- Prosser text.
HOSP -- Handbook of Social Psychology, 2nd edition
(All the references mentioned in the outline are listed in the supplementary reading list which has been attached to this outline.)

I. Theories of Intercultural Communication
   1. Introduction: Lecture and discussion
      Communication theories reviewed, culture, cross-culture, inter-culture, intraculture, international communication.
      Communications and telecommunications
      Identifying the field and the methods.
   2. Introduction: Readings
      SP 1-32, P 1-22, 576-586
   3. Walter J. Ong: The Sensorium
      a. P 27-44
      b. *Ong, The Presence of Word
   4. Heller and Macris: Linguistic and non-linguistic typology.
   5. Bakonyi: Divergence and Convergence
   6. Edward T. Hall: Primary Message System and Components of Communication
      a. P 82-92
      b. *Hall, Silent Language
      c. Smith, pp. 567-575
   7. Benjamin Whorf: Linguistic Relativity
      a. SP 114-122
      b. HOSP, III, 728-750: Anthropological Psycholinguistics
      c. *Whorf, Language, Thought and Reality
   8. Dell Hymes: The Ethnography
      a. P 45-66

Speech 130, page two

b. *Hymes, Language in Culture and Society (Selected parts)
c. HOSP, III, 750-780: Social Psycholinguistics.

II. The Scientific Methodology
1. Introduction: Lecture and discussion
a. Bowers (text)
b. Discussion
2. Cross-cultural methodology
a. *Manaster and Havigurst, Cross-National Research and/or
b. *Holt and Turner, The Methodology of Comparative Research
c. Frijda and Jahoda: Scope and methods
d. Anderson: Stimuli
e. HOSP, II, Ch. 17, 693-728. Methods and Problems in Cross-cultural Research.

III. Attitude and Perception Formation: Intercultural Comparison
1. Introduction
a. P 101-111, 133-142
b. SP 35-68, 76-78.
c. Holtzman: Overview
2. Cultural Psychology
a. HOSP, III, Ch. 22, 315-380: Social and Cultural factors in Perception
b. HOSP, IV, Ch.33, 323-417: Cultural Psychology
c. *Segall, Campbell, and Herskovits, The Influence of Culture on Visual Perception.
d. Articles: Lorimer and Dunn, McGinnes, Szalay and Lysne, Wood et al.
3. National Characteristics: A Viable Approach?
a. SP 69-75, 79-94.
b. Sears: Conceptual equivalence
c. HOSP, IV, Ch.34, pp. 418-506: National Character

IV. Linguistic
1. Whorf's hypothesis revisited
a. SP 123-140, 153-158
b. P 155-164
c. Anwar, Dil: Language, Culture and Communication
2. Bi-lingualism and other studies
a. Proshansky, 159-168, 244-272: Language and Meaning
b. *Moscovici: Psychology of Language. (Selected portions)
c. *Williams: Language and Poverty (Selected portions)
d. Osgood. (Both articles): Semantic Differential
e. Darnell: Clozentropy
3. Children and Cross-cultural Communication
a. *Lambert and Klineberg: Children's View of Foreign People
b. *Trubowitz: Changing Racial Attitude in Children
c. Williams, Whitehead and Miller: Ethnic Stereotyping and judgments of children's speech.

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Speech 130, page three

V. Non-verbal
   1. Overview: Lecture and Discussion, Non-verbal in general
   2. Cross-cultural
      a. SP 169-232
      b. Ekman and Friesen: Constants
      c. Forston and Larson: Proxemics

VI. Mass Media
   1. Introduction: Lecture and Discussion
   2. Social Impact cross-culturally and internationally
      a. P 337-368, 383-410,568-575
      b. *Lerner and Schramm: Developing countries
      c. *Rogers and Shoemaker: Diffusion and Innovation
      d. *Schramm: National Development
   3. Political Function
      a. P 411-460
      b. *Fisher and Merrill: international media
      c. *Lall: On Chinese negotiation
      d. *Oliver: Ancient China and India
      e. Almaney: Governments' resistence
      f. Keller: Across the table negotiation

VII. Conclusion
   1. A communication theory taking account of cross-cultural variables and applicable across time.
   2. Problems and directions of future studies: SP 301-319
   3. Application: SP 233-286.

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University of Virginia
Department of Speech Communication

Instructor:
Dr. Theodore J. Marr

STUDIES IN INTERCULTURAL COMMUNICATION
SUPPLEMENTARY READING LIST
(all in reserve library)

Texts: (all on order at Newcomb Hall)

Bowers, John W. Designing the Communication Experiment. New York: Random House, 1970.

Prosser, Michael H. Intercommunication Among Nations and Peoples. New York: Harper and Row, 1973.

Samovar, Larry A. and Richard E. Porter. Intercultural Communication: A Reader. Belmont, California: Wadsworth Publishing Co., 1972.

I. Theory - Books

Hall, Edward T. Silent Language. NY: Fawcett Books, 1959.

Hymes, Dell. Language in Culture and Society. N.Y.: Harper and Row, 1964.

Lerner, Daniel and Wilbur Schramm, eds. Communication and Change in the Developing Countries. Honolulu, 1967.

Oliver, Robert T. Communication and Culture in Ancient India and China. Syracuse: Syracuse University Press, 1972.

Rogers, E. and F. Shoemaker. Communication of Innovations. N.Y.: Free Press, 1971.

Smith, Alfred G. "Intercultural Communication." Communication and Culture. N.Y.: Holt, Rinehart and Winston, 1966.

Whorf, Benjamin. Language, Thought and Reality: Selected Writings. Cambridge, Mass.: Technology Press, 1956.

Theory - Journal articles

Heller, Louis and James Macris. "Toward a General Linguistic and Non-Linguistic Socio-cultural Typology and Its Dynamics." Journal of Communication, XIX (1969), 283-289.

Bakonyi, Stepano. "Divergence and Convergence in Culture and Communication." Journal of Communication, VIII (1958), 24-36.

II. Social Psychology - Books

Holt, Robert and John Turner, eds. The Methodology of Comparative Research. N.Y.: Holt, Rinehart, Winston, 1970.

Lambert, Wallace E. and Otto Klineberg. Children's View of Foreign Peoples. N.Y.: Appleton, Century, and Crofts, 1967.

Lindzey, Gardner and Elliot Aronson. The Handbook of Social Psychology. 2nd ed. Reading, Mass.: Addison-Wesley Publishing, Co., 1969.

Manaster, G.J. and R.J. Havigurst. Cross-National Research: Socio-Psychological Methods and Problems. Boston: Houghton Mifflin, 1972.

Osgood, Charles E. "Cross-cultural Compatability in Attitude Measurement via Multilingual Semantic Differentials." Readings in Attitude Theory and Measurement. Edited by Martin Fishbein. N.Y.: John Wiley and Sons, 1967.

Sears, R.R. "Transcultural Variables and Conceptual Equivalence." Studying Personality Cross-Culturally. Edited by B. Kaplan. N.Y.: Harper and Row, 1961.

Segall, M.H.: D.T. Campbell; and M.J. Herskovits. The Influence of Culture on Visual Perception. Indianapolis: Bobbs-Merrill, 1966.

Trubowitz, Julius. Changing the Racial Attitudes of Children. N.Y.: Frederick A. Praeger, Publishers, 1969.

Social Psychology - Journal articles

Anderson, R. Bruce W. "On the Comparability of Meaningful Stimuli in Cross-cultural Research." Sociometry, XXX (1967), 124-36.

Frijda, Nico and Gustav Johoda. "On the Scope and Methods of Cross-Cultural Research." International Journal of Psychology (1966), 109-27.

Holtzman, Wayne H. "Cross-cultural Studies in Psychology." International Journal of Psychology, III (1968), 83-91.

Lorimer, E.S. and S. Watson Dunn. "Reference Groups, Congruity Theory, and Cross-Cultural Persuasion." Journal of Communication, XVIII (1968) 354-68.

McGinnies, Elliot. "Studies in Persuasion: I-IV." Journal of Social Psychology, LXXX (1968), 69-94 and LXXIV (1968), 171-80.

Przeworski, Adam and Henry Teune. "Equivalence in Cross-National Research." Public Opinion Quarterly, XXX (966-67), 551-68.

Szalay, Lorand B. and Dale Lysne. "Attitude Research for Intercultural Communication and Interaction." Journal of Communication, XX (1970), 180-200.

Williams, Frederick, Jack L. Whitehead and Leslie M. Miller. "Ethnic Stereotyping and Judgments of Children's Speech." Speech Monographs, XXXVIII (1971), 166-170.

III. Linguistics - Books

Dil, Anwar. Language, Culture and Communication. 1971.

Proshansky, H. and B. Seidenberg. Basic Studies in Social Psychology. N.Y.: Holt, Rinehart and Winston, 1966, pp. 244-72.

Moscovici, Serge. The Psychosociology of Language. Chicago: Markham Pub., 1972.

Williams, Frederick. Language and Poverty. Chicago: Markham Publ., 1970.

Linguistics - Journal articles

Darnell, Donald. "Clozentropy: A Procedure for Testing English Language Proficiency of Foreign Students." Speech Monographs, XXXVII (1970), 36-45.

Osgood, C.E. "Semantic Differential Technique in Comparative Study of Cultures." American Anthropologist (1964), 171-200.

Wood, Yamauchi, and Bradac. "Communication of Meaning Across Culture." Journal of Communication, XXI (1971), 160-9.

IV. Nonverbal - Journal articles

Ekman, P. and W. V. Friesen. "Constants Across Cultures in the Face and Emotion." Journal of Personality and Social Psychology, XVII (1971), 124-9.

Forston, Robert F. and Charles Urban Larson. "The Dynamics of Space: An Experimental Study in Proxemic Behavior Among Latin Americans and North Americans." Journal of Communication, XVIII (1968), 109-16.

V. Mass Media and Miscellaneous - Books

Dobb, Leonard. Communication in Africa. New Haven: Yale University Press, 1961.

Fischer, Heinz-Dietrich and John C. Merrill. Internationa Communication: Media, Channels, Functions. New York, 1970.

Lall, A. How Communist China Negotiates. New York: Columbia University Press, 1968.

Schramm, Wilbur. Mass Media and National Development. Stanford, California, 1964.

Mass Media and Miscellaneous - Journal articles

Almanzy. "Government's Resistance to International Communication." Journal of Communication XXII, 1972, 77-88.

Keller, Paul. "The Study of Face to Face International Decision Making." Journal of Communication. XIII L(1963), 67-76.

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OUTLINE FOR A COURSE IN INTERCULTURAL COMMUNICATION

(Allen Merriam - August, 1973)

I. Course Description

A survey of communication problems created by cultural, racial, and national differences; analysis of how stereotypes, values, and cultural assumptions influence our verbal and nonverbal communication.

II. Objectives of the Course

1. To increase the student's understanding of the various factors involved in intercultural and/or international communication.

2. To foster self-awareness through insight into the impact of culture on one's own communicative behavior.

3. To help prepare the student to function more effectively in a pluralistic society.

III. Topics to be Included

A. Definitions of Culture and Communication
B. The Growth of intercultural interaction
C. The Importance of intercultural interaction
D. Language: World Languages, Language as an expression of cultural values, Language and Thought, the Sapir-Whorf Hypothesis, Meaning, Phonetic aspects.
E. Nonverbal Aspects: Gesture, territoriality, temporality.
F. Concepts of Race and Racism: Sub-cultures, prejudice, stereotyping, Black-white relations in the U. S.
G. The Impact of Ideologies: Nationalism, colonialism, the implications for communication of major world value-systems, including Hinduism, Islam, Confucianism, Taoism, and Communism.
H. Personality Types: Dogmatism, Authoritarianism, the "F" Scale test, characteristics of the ethnocentric person, cultural flexibility vs. the maintenance of one's traditional values.

IV. Assignments

1. Read three texts. A short article may also be assigned to each student to report on during the semester.

2. Give an oral report of an intercultural encounter. This would consist of reporting on insights about communication made while living in a foreign country or, for students who had not lived elsewhere, a report of an interview

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with a person of a culture different from the interviewer's.

3. A written individual research project, also to be briefly summarized orally, on a topic of the student's choice. (see attached list of sample topics.)

4. Participation in class discussions, and written and/or oral quizzes based on the readings and lectures.

V. Basic Textbooks

1. Edward T. Hall, The Silent Language (Greenwich, Conn.: Fawcett, 1959).

2. Larry Samovar and Richard Porter (eds.), Intercultural Communication: A Reader (Belmont, Calif.: Wadsworth, 1972).

3. Edward C. Stewart, American Cultural Patterns: A Cross-Cultural Perspective (Pittsburgh: Regional Council for International Education, 1972).

VI. Partial List of Additional Sources

Brown, Ina. Understanding Other Cultures.

Berry, Brewton, Race Relations: The Interaction of Ethnic and Racial Groups.

Henle, Paul (ed.), Language, Thought, and Culture.

Klineberg, Otto, The Human Dimension in International Relations

Kluckhohn, Clyde. Mirror for Man.

Kochman, Thomas, (ed.). Rappin' and Stylin' Out: Communication in Urban Black America.

Hall, Edward T. The Hidden Dimension.

Oliver, Robert T. Culture and Communication: The Problem of Penetrating Cultural and National Boundaries.

------. Leadership in 20th Century Asia.

Prosser, Michael H. (ed.), Intercommunication Among Nations and Peoples.

Smith, Arthur L. Language, Communication and Rhetoric in Black America.

------. Transracial Communication.

Whitaker, Urban. Propaganda and International Relations.

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VII. Some Suggested Topics for Term Papers

1. English-French Tension in Canada.
2. Tribal Conflicts in Nigeria.
3. Esperanto as a Universal Language.
4. Public Address at the United Nations.
5. The Dynamics of Race Prejudice.
6. The Tea Ceremony as Symbolic Expression of Japanese Culture.
7. Problems and Prospects of Miscegenation (Inter-racial Marriage.)
8. Language Riots in India.
9. Characteristics of Arab Kinesics.
10. The Growth of International Education.
11. Cultural Considerations concerning International Satellites.
12. Communication at the Olympic Games.
13. Ethnic Stereotyping in School Textbooks.
14. Ghetto Speech: A Linguistic Sub-culture.
15. Culture Bias in Intelligence Tests.
16. Radio Programming for Minority Groups.

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WORKSHOP: INTERCULTURAL COMMUNICATION

Spch 5-452 - Spring Quarter, 1974

Coordinator: Robert Moran
International Student Advisers Office
717 East River Road
Minneapolis Campus
Office Tel. 373-4096
Home Tel. 776-1201

Overview of the Course

> "I do not want my house to be walled in on all sides or my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."
>
> Mahatma Gandhi

This is an introductory course, and we will use the laboratory or experimental approach. This has been defined as:

> "an educational strategy which is based primarily on the experiences generated in various encounters by the learners themselves, and which aims to influence attitudes and develop competencies toward learning about human interactions. Essentially, therefore, laboratory learning attempts to induce change with regard to the learning process itself and to communicate particular methods of learning and inquiry. It has to do with learning how to learn."

Participating in Spch 5-452 will help us recognize the "house" in which we have lived (this time in history, our culture, our family).

It will provide interpersonal contacts with persons from different cultures. If we give them a chance, these will blow about freely. We may be shaken but not blown off our feet. We will seek what is universal, cultural and unique in ourselves.

Objectives of Workshop: Intercultural Communication

Participation in this course will enable you to:

1) Identify some of the cultural aspects of verbal and non-verbal behavior, assumptions, attitudes, values and other learned characteristics of persons from different cultures and of oneself.

2) Identify areas in which differences can cause problems in communicating interpersonally with persons of different cultures.

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3) Discuss the concepts of "culture", "communication", and "interpersonal communication".

4) Assess one's listening, perceiving and communication skills as they relate to intercultural communication from the beginning of the course to the last meeting.

These objectives will be achieved through readings, learning and simulation games, role playing, group tasks, creative problem solving exercises and group discussions.

Textbook

The assigned text is Intercultural Communication: A Reader, by Samovar and Porter. It is available in the University Bookstores. Also appended to this syllabus is an Intercultural Communication bibliography for your information.

Individual Assessment

Grades will be on the basis of a contract which each student will complete in duplicate and hand in to the group facilitators.

A minimum amount of work is expected of all in an upper division and graduate level course. Suggestions are made below for the following grades. (The grade of C is omitted. If anyone is not willing to contract for an A, B, or S, he should not take this course.) Two copies of the contract are included with this syllabus.

Grade B or S

1) Regular attendance at meetings.
2) Write one journal entry each week (Personal reaction/reflection/analysis journal.)
3) Complete five assignments as discussed during group meetings.

Grade A

1) Same as above.
2) Write one journal entry each week.
3) Complete five assignments as discussed during group meetings.
4) A project, which should demonstrate personal learning, be intellectually rigorous and/or creative. Discuss this with group facilitator. A one paragraph statement indicating the scope of the project should be submitted at this time.

Due Dates

Journals - Weekly
Assignments - Every two weeks
Project - The project is due two weeks before the last day of finals.

Incompletes

If necessary, students will be given incompletes. However, it is highly discouraged.

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Journals

The basic purpose is to encourage you to discuss with yourself some of your experiences - whatever you find interesting - your impressions, learnings, ideas that are triggered and that you would like to explore.

All journals are to be typed or written on 8 1/2 by 11 paper.

Personal Reaction/Reflection/Analysis Journal

This journal can be written after the weekly meetings and given to the facilitator at that time OR it can be written after the meeting and mailed to one of your group facilitators to be received BEFORE the next weekly meeting. THIS JOURNAL MUST BE RECEIVED BEFORE THE NEXT MEETING.

Home and campus addresses of the group facilitators will be given to you. If a campus address is used, no postage is required.

This journal is to be marked OPEN (meaning it is okay for the facilitator to refer to the material during a meeting) or CLOSED (meaning this is for the facilitators only and not to be referred to during a meeting.)

A suggested length for this journal is one 8 1/2 by 11 typed page or the equivalent if hand written.

This journal is to be dated (not when you write it but the date of the meeting about which you are writing.)

The following are some"nifty" questions and will be of help to you in writing your personal reaction/reflection/analysis journal. REMEMBER DO NOT MERELY RESTATE WHAT HAPPENED.

1. What did you experience tonight? How did you feel about the meeting?
2. What happened to other people? Were they talking about their feelings? Or ideas? or cultures?
3. Did you see "good" communication tonight? Or were people not listening to each other?
4. Did anyone say anything that means something special to you - something that made you learn about yourself, or about other people?
5. Communication - did you learn a new way to communicate? Did you learn anything about intercultural communication?
6. What did you learn about how to relate to people of other cultures?
7. What did you learn about another culture? Any new ideas about non-verbal communication or new ideas about language?
8. Did you act differently tonight than you would when everyone was from the same culture?

Missed meetings:

In the event you miss a meeting you will be expected to complete the weekly journal. Contact other group members and from this discussion, write a journal.

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THE AMERICAN UNIVERSITY
School of International Service

SEMINAR IN CROSS-CULTURAL COMMUNICATION

33.655
Spring 1974

Dr. Mowlana

This seminar deals with the contribution of relevant social and behavioral sciences to the study of inter-cultural and cross-cultural communication. Culture as communication and analysis of value-systems as essential element in communication will be the main topic. Theoretical and practical bases of cross-cultural communication are rooted in sociology, communication, political science, and psychology as well as in anthropology and linguistics. The contribution of each of these disciplines will be examined further through problem oriented topics and research projects undertaken by the participants of this seminar.

Recommended Books*

1. Rogers & Shoemaker, Communication of Innovations: A Cross-Cultural Approach.
2. Leonard Doob, Communication in Africa.
3. Edward Hall, The Hidden Dimension.
4. Samovar & Porter, Inter-Cultural Communication.
5. Mowlana, International Communication: A Selected Bibliography.
6. Northrop & Livingston (Eds.) Cross-Cultural Understanding: Epistemology in Anthropology.

* All of these books are available in the University Bookstore, except for Number 6 which is on reserve in the Library.

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Assignment

Each participant in the seminar will be assigned a topic from one of the three sections listed below, which will represent the topic for the research project he/she will do:

I. Cross-Cultural Communication -- Contribution of:

1. Philosophy
2. Sociology
3. Psychology
4. Anthropology
5. Communication
6. Linguistics
7. Political Science

II. Cross-Cultural Communication -- in:

8. Education
9. Political Communication and Propaganda
10. Advertising and Marketing
11. Business and Industry
12. Mass Communication

III. Cross-Cultural Communication -- Approaches to:

13. Research and Methodology
14. Training and Workshops

This assignment must be approved by me before you begin on it; and the final report should not be more than twenty pages (double-spaced), excluding the bibliography.

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Introductory Bibliography on Cross-Cultural Communication

I. BOOKS

1. Almond & Verba, The Civic Culture. Princeton, 1963. (Pol Sci)
2. Ardrey, R., The Territorial Imperative. Anthenium, 1966. (Anthro)
3. Arensberg & Niehoff, Introducing Social Change. 1964. (Anthro)
4. Benedict, Ruth, Patterns of Culture. 1948. (Anthro)
5. Bruner, et.al., A Study of Thinking. 1956. (Phil)
6. Buchanan, Wm. & Hadley Cantril, How Nations See Each Other. Univ of Illinois Press, 1953. (Psy)
7. Eells, K, et.al., Intelligence and Cultural Differences. 1951. (Ling)
8. Goffman, E., Behavior in Public Places. Free Press, 1969. (Psy)
9. Hall, Edward T., The Silent Langauge. 1959. (Anthro)
10. Hayakawa (Ed.) Our Langauge and Our World. 1959. (Ling)
11. _____, The Use and Misuse of Langauge. 1962. (Ling)
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Ostermeier, Terry H.
University of Wisconsin-Whitewater

Syllabus

94424/624 Cross Cultural Communication

"The most observable differences between cultures are speech, dress, living habits, politics and religion. But each culture is like a gigantic iceberg, carrying along beneath the surface of its observable differences its own assumptions, premises and biases. Language is the most persuasive ubiquitous and ethnocentric factor in our cultures." Harry Maynard

Course Description:

Study of the process of communication across cultural boundaries emphasizing a basic model of communication in the analysis of communication within and between various cultures, predictions of patterns and effects and communication barriers.

Texts to be Purchased:

Doob, Leonard W. Communication in Africa. 1961.
Stewart, Edward C. American Cultural Patterns: A Cross-Cultural Perspective. 1971.

Course Content:

Tentative Units or Topics

I. The Meanings of "Culture": Flack's Approach
   A. Geographical and role societies
   B. Cognitive and experiential levels
II. The Communication Process
   A. Definitions: as seen by
      1. Fabun
      2. Hall
      3. Berlo
      4. Martin and Andersen
   B. Models
      1. Wiseman-Barker's Intrapersonal and Interpersonal Communication Models
      2. Goyer's Model
      3. Bostain's Communications Model
      4. Doob's Communication in Africa "Table of Contents"--a complete listing of variables in communication process
III. Communication: The Cross Cultural Problem
   A. Stewart's Dimensions of a Culture
      1. Form of Activity
      2. Form of Social Relations
      3. Perception of the World
      4. Perception of Self and Individual
   B. LaBarre's Paralinguistic and Kinesics Meaning Differences Among Cultures
      1. Greeting, kissing, sticking out tongue

IV. Cross Cultural Communication--Geographical Societies
- A. Africa
  1. Interpersonal Communication--Doob's twelve critical variables--the communicator; his goal; basic and extended media; the site; restrictions; the communication itself; audience mood, perception, reactions and changes; and feedback
  2. Platform Communication--Ching's Public Address in the Congo, Quarterly Journal of Speech, February 1965
- B. Southeast Asia
  1. General background for Southeast Asia--Pye's "Communication Operation in Non-Western Societies"
  2. Influence of Confucianism and Taoism
- C. Japan
  1. Effects of social norms on interpersonal relationships
     a. codification of rules, hierarchy, concern for status, etc.
  2. Osgood's Cross Cultural Study of Connotative Meaning Behavioral Science, 5, 1960
  3. Student Report on Kazuo's "Interpersonal Persuasion in a Vertical Society--The Case of Japan," Speech Monographs, June 1971
- D. India
  1. Influence of the teachings of Hinduism and Buddhism
  2. Case study--Rao's Communication and Development
- E. Thailand
  1. Relationship of communication patterns to the culture
  2. Thai innovations in the communication process
  3. Cross-cultural communication--Americans and Thais
     a. Okes's "Guide of Maximum Usefulness for the American Communicator"
- F. China
  1. Survey of material from mass media due to president's trip
  2. Yu's "Communication and Politics in Communist China"
  3. Student Report on Haring's "Cultural Contexts of Thought and Communication" Quarterly Journal of Speech, April 1951
- G. Soviet Union and the United Nations
  1. Interpersonal and Mass Communication in Soviet Union
     a. Butler's "Russian Rhetoric" Quarterly Journal of Speech, October 1964
     b. Influence of class on sources and patterning of communications
  2. International Communications (U.N.)
     a. Role of Communication in Diplomacy
     b. Difficulties inherent in international diplomacy
     c. Analyses of Glenn's "Meaning and Behavior: Communication and Culture" Journal of Communication, December 1966 and "Semantic Difficulties in International Communication" ETC, Spring 1954
- H. Latin America-Mexico
  1. General--Differences in interpretation due to time, space, place, channels, etc.
  2. Lado's concept of patterned behavior (form, meanings and distribution) and effects on cross cultural communication

V. Cross Cultural Communication--Role Societies
- A. French and English-Speaking Canadians
  1. Judging of personalities through voice cues only-analysis of a series of studies (see Lambert and others, Journal of Communication, December 1966

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B. Black Americans
   1. Interpersonal communication between Black and White Americans--perception of stereotypes through verbal cues, differences in emphases on channels of communication, nature of the black audience
   2. Black English--the controversy and proposed solutions
   3. Communication between teacher and student; student and student as affected in:
      a. philosophy toward education, expectations of language, life and learning styles and long range goals
      b. the specific case of the speech communication class (attitudes toward topics for speeches, language style, audience analysis, etc.)

C. American Indian
   1. Misconceptions concerning the "vanishing Americans" and the "Indian" language
   2. Cultural differences--cooperative versus competitive, encouraging versus discouraging dissent, nonverbal communication patterns
   3. Communication in the classroom--teacher and student, student to student

D. Chicano
   1. The language barrier as affected by:
      a. traditional Anglo-oriented attitudes toward bilingualism and biculturalism
      b. Chicano cultural loyalties
      c. cultural and physical setting

E. Others
   1. Truck driver's road language
   2. Language of the traffic policeman
   3. Regional languages
   4. Language of the psychedelic culture

VI. Student Oral Reports on Original Papers
   (see Appendix I)

VII. Barriers in Cross-Cultural Communication
   A. Summary of concepts brought out during course
      1. Perceptual patterns; assumptions and values; different experiences; language differences; etc.

Individual Study:

Each student will submit a one-page project proposal, compile a bibliography and gather data by surveying a selected body of literature investigating a problem in the area of cross cultural communication. Each student will formulate his data into a written paper then adapt it for an oral presentation followed by a question-answer discussion period. Papers will be presented during the last month of the course.

Oral Reports:

Each graduate student will lead a discussion on an article selected from a journal which relates to a topic under consideration. These will be held on different dates throughout the semester.

Examinations:

There will be a final examination in the course.

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Selected Books

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Berelson, Bernard and Janowitz, Morris. Reader in Public Opinion and Communication. New York: Free Press, 1966.

Berlo, David. Process of Communication. New York: Holt, Rinehart & Winston, 1960.

Birdwhistell, Ray. Kinesics and Context. Philadelphia: University of Pennsylvania. 1970.

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Bryson, Lyman (ed.). The Communication of Ideas. New York: Cooper Square, 1964.

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Hymes, Dell (ed.). Language in Culture and Society. New York: Harper & Row, 1969.

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Rao, Y. V. Communication and Development: A Study of Two Indian Villages. Minneapolis: University of Minnesota, 1966.

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Vetter, Harold. Language Behavior and Communication. Itasca: Peacock Publishers, 1969.

Wiseman, Gordon and Barker, Larry. Speech-Interpersonal Communication. San Francisco: Chandler, 1967.

Selected Journal Articles

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Butler, Jack. "Russian Rhetoric: A Discipline Manipulated by Communism," Quarterly Journal of Speech, Vol. L, No. 3, October 1964, 229-239.

Carpenter, Edmund. The Eskimo Language, ETC, XXV, No. 4, December 1968, 467-473.

Ching, James. "Public Address in the Formulation of the Democratic Republic of the Congo," Quarterly Journal of Speech, Vol. LI, No. 1, February 1965, 1-13.

Daniel, Jack L. "The Facilitation of White-Black Communication," Journal of Communication, Vol. 20:2, June 1970, 134-141.

Entire issue of Speech Teacher, XIX, March 1970, No. 2.

Entire issue of Journal of Communication, XVI, No. 4, December 1966.

Glenn, Edmund. "On Communicating Across Cultural Lines," ETC, XXVI, No. 4, December 1969, 425-432.

_____. "Semantic Difficulties in International Communication," ETC, Spring 1954, 173-180.

Gregg, Richard, McCormack, A. Jackson and Peterson, Douglas. "A Description of the Interaction Between Black Youth and White Teachers in a Ghetto Speech Class," Speech Teacher, XIX, January 1970, No. 1, 1-8.

_____. "The Rhetoric of Black Power: A Street-Level Interpretation," Quarterl Journal of Speech, LV, April 1969, 151-160.

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Lambert, Wallace, Frankel, Hannah and Tucker, G. Richard. "Judging Personality Through Speech: A French-Canadian Example," Journal of Communication, XVI, December 1966, No. 4, 305-321.

Nishiyama, Kazuo. "Interpersonal Persuasion in a Vertical Society--The Case of Japan," Speech Monographs, XXXVIII, June 1971, No. 2, 148-154.

Osborn, Lynn, et. al. "Relevant Speech Education for the American Indian," Central States Speech Journal, XXXI, Winter 1970, 255-264.

Ratliffe, Sharon and Steil, Lyman. "Attitudinal Differences Between Black and White College Students," Speech Teacher, XIX, September 1970, No. 3, 190-198.

Smith, David and Sturges, Clark. "The Semantics of the San Francisco Drug Scene," ETC, XXVI, No. 2, June 1969, 168-175.

Szalay, Lorand and Lysne, Dale. "Attitude Research for Intercultural Communication and Interaction," Journal of Communication, Vol. 20:2, June 1970, 180-200.

Wood, Barbara and Curry, Julia. "Everyday Talk and School Talk of the City Black Child," Speech Teacher, XVIII, November 1969, No. 4, 282-296.

Wood, Ray and Others. "The Communication of Meaning Across Cultures," Journal of Communication, 21:2, June 1971, 160-169.

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Appendix I

94424/624 CROSS CULTURAL COMMUNICATION

Individual Study

Each student will submit a one-page project proposal, compile a bibliography and gather data by surveying a selected body of literature investigating a problem in the area of cross cultural communication. Each student will formulate his data into a written paper then adapt it for an oral presentation followed by a question-answer period. An original and a carbon copy of the paper are required.

Examples of topics selected in the past and suggested related topics:

INTER-CULTURAL COMMUNICATION

(General)

Esperanto (literature survey)
The Voice of America (literature survey and field study)

(Specific)

Communications with Viet Nam: Barriers or Breakdown? (literature study)
The Language Problem of Belgium (literature survey)
Africa: At Loss for Words (literature survey)
Cross Cultural Communication in Canada (field study)

INTRA-CULTURAL COMMUNICATION

(General)

Effects of Television on Cultures of the United States (literature survey and field study)

(Specific)

The Teacher and the Ghetto Child: A Communication Problem? (literature survey)
Language: A Barrier to Communications Between Mexican-Americans and Anglos? (literature survey)
The Communication Problems of the Migratory Worker (field study)
The Communication World of the Mentally Retarded Child (field study)

CREATIVE ESSAYS

Self-Images of Communication Behavior and Their Affects Across Cultures
Cross Cultural Communication with the American Indian: A Model and Rationale

FOREIGN STUDENT OFFICE
FRESNO STATE COLLEGE

PROPOSAL FOR AN EXPERIMENTAL COLLEGE COURSE FOR SPRING 1969

1. COURSE TITLE: Cross Cultural Expressions and Communications of Contemporary Man

   UNITS: 3, P/W Grading

   PREREQUISITIES: Foreign Students - at least six months residence in the United States, not more than two years.
   American Students - at least junior standing and permission of instructor

   SIZE OF CLASS: Thirty - Equally divided men - women, foreign - American

   General Course Description: The course is designed to involve foreign and American students in meaningful interaction and discussions which they can relate to themselves and their position in the world. This will be done through a series of five two-day retreats during which topics announced in advance will be explored and discussed. Main emphasis will be placed on cross cultural implications of topics considered, and how these implications effect the individual and his role in today's world. Topic headings will include social relations, the family, politics, religion, the arts, international affairs, and any other the class feels would be relevant.

2. Purpose: To bring together foreign and American students in an informal but fairly intense environment for the purpose of interaction, discussion, and the exchange of ideas on topics which are meaningful to the participant. As stated above, topic headings will include social relations, politics, the family, religion, the arts, international affairs or any others the group feels are relative and can be meaningful discussed.

3. Proposed Student Activities: One or two class meetings will be held on campus prior to the first retreat, and at that time a reading list will be handed out and topic headings discussed. Each student will be expected to complete a short paper after each retreat evaluating the relevancy of the topic heading to himself. Participation in the group discussions and exchange of ideas will be expected of all students.

4. Justification: This course proposal has borrowed concepts and methodology from two very successful courses already offered at Fresno State College. There is strong justification, however, for the inclusion of this class in the experimental college because the combination of cross cultural exchange, subject matter exploration, and the intensity of a retreat-type learning situation is not offered by either courses scheduled in the catalog or in the experimental college. International Studies 93 (Problems in Contemporary America) offers some of the general topics proposed for this course but has a number of limitations. One is that it is open only

to foreign students and does not provide the vehicle for cross cultural expression and discussion with American students. Second, it is a three unit course meeting three times a week and cannot create the in-depth atmosphere this course can in the retreat-type situation.

X114 (Some expressions of Contemporary Man) is offered by the experimental college and has successfully created the type of atmosphere that is desirable in this course. It does not however, gear itself to cross cultural exploration through the interaction of foreign and American students; nor does it structure itself toward the same type of subject matter covered in this course.

Fresno State College now has 435 foreign students from approximately 58 countries. There are currently no classes offered in the college where foreign and American students can exchange ideas in a relaxed yet educational environment and receive college credit. This course would provide for that.

Ronald Perry
Assistant Foreign Student Adviser

Speech 30: Intercultural Communication
Instructor: Michael H. Prosser
Assistant: Ms. Carolyn Hairston
Spring 1974: University of Virginia

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Office Hours:
Prosser - Generally
MW 10-12, 2-4
or by appointment
Hairston - TBA

Texts: Larry Samovar and Richard Porter, Eds., Intercultural Communication: A Reader (Wadworth, 1972).
Michael H. Prosser, Ed., Intercommunication Among Nations and Peoples (Harper and Row, 1973).

Purpose of course. to provide an understanding of communication as it affects culture and as it is affected by culture through the persoectives of theory, case studies, and experience.

Grade distribution and major assignments:
1. 20% team project: to better understand the communicative and cultural interaction of specific cultural groups inNorth America, self selected student teams will choose from among several cultural groups, for example, black Americans, Indians, white ethnic groups such as Polish Americans, Jews, American orientals, French Canandians, Spanish speaking Americans, and Eskimoes, to complete a team project on. Each team will have a full class period to present pertinent factors which will give other members of the class an understanding of the communication patterns, and breakdowns which occur within the culture and as members of the culture interacting with persons of other cultural groups. The presentation may include materials relating to helping members of the class understand better the culture at the theoretical, case study, or experiential levels. For example, if French Canadian separatists are chosen as a cultural group to be studied, the team may choose to incude various audio-visual materials, a French Canadian participants, a simulation game, a discussion format, etc. to show how the problems of language, religious ties, cultural loyalties, violence and ethnography shape their internal communication and their effective communication or communication breakdowns with English speaking Canadians. Each team will submit a full written annotated bibliography of all sources consulted in preparing the project on the day of the presentation. Each annotation should include information describing the source and assessing its value for the project. Each team should hold a session with the instructor or his assistant before the class presentation to outline methods and content of presentation.

2. 15% - Written analysis of a personal experiential intercultural communication e-ent, 4-7 pages. Each student is expected to write a detailed analysis of a significant personal intercultural communication event which has affected him/her in the past or during the semester, utilizing principles of intercultural communication as found in the course readings, lectures, or discussions as the criteria for establishing an effective analysis. For example, in the past semester one student reported on and analyzed a summer trip to Europe with an emphasis on the communicative and cultural patterns developing between the student members of the tour, a non English speaking bus driver, and a Europena guide. Another student reported on the problems she faced living for a year with a member of a different ethnic group, as her parents reacted to the assignment, as her own attitudes changed, as she interacted with the roommate and as she was accepted or rejected by the roommate's friends. A third Student, who was black and female,discussed the problems which she had encountered in joining a previously all male and essentially white ROTC unit. Another joined the International Club and participated in its activities for most of the semester before making an analysis of the interaction occuring between members of the several cultural groups involved in the International Club activities.

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3. 20% - Written research paper, 6-10 pages and notes and bibliography. Students may tie the paper into some aspects of the team project, or may choose an idea suggested by the course readings, lectures, or discussions. Major criteria in terms of substance to be utilized in considering each paper submitted include the demonstration of a clear understanding of the communicative and cultural interaction taking place in the treatment of the topic selected, and a well developed consistency of thought patterns and appropriate support for ideas. All papers are expected to be in acceptable format, with standard English composition and spelling. Students are invited to discuss topics in advance with the instructor or his assistant. All written material submitted should be pledged.

4. 15% - Midterm. An oral midterm will be held over the Samovar/Porter text and introduction to Prosser text plus materials discussed in class during the time prior to the midterm. The oral exams will be approximately two hours in length and will include about ten students in each session. Each student will write five questions which emphasize major concepts addressed so far in the course either in the texts or in class lectures and discussions. Questions may include theoretical or practical applications and should be valuable enough to generate some sustained dialogue in the exam session. Students are likely to be questioned on their own questions as well as those submitted by others in the exam session. Many questions will not be exclusively right or wrong but may allow for a variety of reasonable answers. Stress is placed not so much on memorization of facts as the ability to integrate materials and concepts. Students taking the exam may utilize an open book/open notes approach within reason. After exam groups are chosen, students are invited to hold joint preparation sessions and to freely exchange questions and answers/ Students in the past have isolated this type of exam, and the collective preparation sessions, as among the most productive exams that they have had the opportunity to take. Midterm exam sessions will be scheduled before the midsemester break.

5. 20% - Final oral exam, emphasizing materials from the Prosser text, and conclusion of the Samovar/Porter text, class lectures, and discussions during the second half of the course. The format will be essentially the same as for the midterm exam. Final exam sessions will be scheduled during the final exam week.

6. 10% - Class participation. Since class participation and discussion are considered a valuable aspect of the course, students are expected to attend the class regularly and will be penalized for more than four absences during the semester.

Late penalties: Every semester, students have many and often very reasonable excuses for not submitting materials on time. As a standard which will be applied in every case, all written materials not submitted on the due date will be penalized by 5% on that assignment each class period late beyond stated due dates or grace periods. Since the team projects and oral examinations require considerable cooperation, students are expected to be prepared on the assigned days. Students failing to provide reasonable cooperation and sharing of responsibilities for the team projects will be penalized by a lowered grade on that project.

Assigned topics and readings:
1. Definitions and characteristics of communication, communications and cultures; styles of communication: interpersonal, small group, organizational, public, and mass communication; factors involved in intercultural communication.

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Tues. Jan 15: Introduction to course.
Thurs. Jan 17: video-tape: "A Global Conversation."
Tues. Jan 22: Initial definitions and models of communication. Read: Samovar/Porter, Unit I. "Intercultural Communication; An Introduction," pp. 1-32; Prosser, "Communication, Communications, and Intercommunication,, pp. 1-20.
Thurs. Jan 24: An intercultural simulation game, "Ba Fa Ba Fa." NOTE: class session will begin a half hour early to allow enough time to complete the game.
Tues. Jan 29: Social psychological factors affecting intercultural communication. Read: Samovar/Porter, Unit II. "Social Psychological Factors: What We Bring to Intercultural Communication," pp. 33-96.
Thurs. Jan 31: Attitudes toward various sub-cultures among Virginians; slide presentations by former students in Speech 30.
Tues. Feb. 5: Slide presentation of a North American cultural system and influences on it: Newfoundland.

II. The role of language in intercultural communication; oral/aural cultures vs. visual cultures; development of language; role of symbolism, syntactics, and semantics as aspects of language.
Thurs. Feb 7: Read Samovar/Porter, Unit III. "Intercultural Language: Taking Part in Intercultural Communication, pp. 97-158.
Tues. Feb. 12: Discussion of language.

III. Non-verbal communication between cultures; kinesics, the sense ratio, proxemics, the pragmatics of media as non-verbal communication.
Thurs. Feb 14: Read: Samovar/Porter, Unit IV. "Non-verbal Aspects: Taking Part in Intercultural Communication," pp. 159-232.
Tues. Feb 19: First paper due: may be either 4-7 page analysis of a personal experiential intercultural communication event, or the 6-10 page research paper. Should be marded on top of paper which written assignment is being fulfilled and pledged. NOTE: late penalties. Viewing and discussion of Japanese produced film: "Bwana Toshi" (a Japanese volunteer worker encounters almost impossible difficulties in an African cultural setting because of attitudinal, linguistic, and non-verbal problems in adjusting to the culture).
Thurs. Feb 21: Continuation of viewing and discussion of film.

IV. Student Team Projects.
Tues. Feb 26: Read: Samovar/Porter, Unit V, "Practicing Intercultural Communication, Becoming More Effective," pp. 233-300. First student team project.
Thurs. Feb 28: Second student team project.
NOTE: MID-TERM SESSIONS WILL BE HELD BEFORE MIDSEMESTER BREAK: Readings include Samovar/Porter, Units I-V; Prosser, introductory essay, class lectures, and discussions.
Midsemester break: March 1-10.
Tues. March 12: Third Student Team Project.
Thurs. March 14: Fourth Student Team Project.
Tues. March 19: Fifth Student Team Project
Thurs. March 21: Sixth Student Team Project.
Special topics relating to international and intercultural communication.
V. Interdisciplinary theoretical perspectives on international and intercultural communication.
Tues. March 26: Read: Prosser, "Theoretical Perspectives," pp. 23-66 and pp. 82-9
VI. Attitude and opinion formation and sampling; the two-step and multi step flow theory, consensus.
Thurs. March 28: Read: Prosser, "Attitude Formation and Opinion Development," pp. 93-133.
Tues. April 2. Read: Prosser, "Attitude Formation and Opinion Development," pp. 133-165.

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VII. The role of leadership in communication: who is leading whom from where to where, the charismatic leader.
Thurs. April 4: Read: Prosser, "The Communication of Leadership," pp. 165-199.
Tues. April 9: Read: Prosser, "The Communication of Leadership," pp. 200-241.
Second paper due: may include 4-7 page analysis of personal experiential intercultural communication event or 6-10 page research paper. Should be marked on top which one it is and pledged; NOTE: late penalties.

VIII. Communication and social change; interpersonal, public, and mass communication.
Thurs. April 11: Read: Prosser, "Communication as Agent and Index of Social Change," pp. 337-369.
Tues. April 16: Read: Prosser, "Communication as Agent and Index of Social Change," pp. 369-410.

IX. Communication and conflict resolution: interpersonal, intergroup, intercultural, and international.
Thurs. April 18: Read: Prosser, "Communication in Conflict Resolution, pp. 241-286. Video Tape: "The Cross Cultural Counseling Triad."
Tues. April 23: Read: Prosser, "Communication in Conflict Resolution," pp. 287-336.

X. The control of communication: contrasting views of freedom: communication rights.
Thurs. April 25: Read: Prosser, "Freedom: Communication Rights and Censorship," pp. 461-530.
Tues. April 29: Read: Prosser, "Freedom: Communication Rights and Censorship," pp. 530-540, and "Propaganda," pp. 411-460.

XI. The integrative aspects of communication across national and cultural boundari
Thurs. May 2: Read: Samovar/Porter, Unit VI, "Intercultural Communication Research: Searching for Answers," pp. 301-334; Prosser, "The Integrative Role of Intercommunication," pp. 541-586.
Final exam sessions to be scheduled during final exam week, May 6-13. Final exam period officially scheduled for class: all must be present: simulation game, "StarPower."

Florangel Z. Rosario
East-West Communications Institute
East-West Center

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C O U R S E O U T L I N E

Communication 384: Communication Within and Between Cultural Groups

Catalogue Entry: Survey of social-psychological and cultural variables which affect communication among peoples of different cultures. The use of this knowledge in understanding and facilitating social and cultural change.

Course Description: The course provides a survey of variables found in research studies which focus on factors which facilitate or inhibit communication among peoples of differing cultural backgrounds. A major emphasis is the functional use of communication in social and cultural change with the "subculture of peasantry" and various ethnic subcultures as primary units of analysis.

Outline:

I. Overview of communication and culture. Definitions. Culture; Subculture; Intercultural communication; international communication; developmental communication; Intrapersonal; interpersonal; Organizational; Mass communication.

II. Units of Analysis

A. Culture as a unit (Hall, Birdwhistell).
B. The "subculture" as a unit (Rogers, Lewis).
C. The individual (information acquisition, information processing and information transmission); the interpersonal (dyadic and small group situations); the organizational (communication in task-functions in organizations) and mass (use of mass media by different cultures) levels of analysis (Jain and Stroud).

III. Various Approaches in the Study of Communication Within Cultures

A. The anthropological approach (communication patterns shaped by cultural determinants).
B. The social-psychological approach (perception of self and others and role concept).
C. The psycholinguistic approach (meanings and responses).

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D. The developmental approach.
   1. Modernization factors affecting communication (Rogers, Niehoff, Arensberg, Inkeles, Lerner)

E. The eclectic approach
   1. Gardner's six perspectives in the study of intercultural communication (1962).
      a. Human communication is culturally defined.
      b. Cross-cultural contact between individuals of different socio-economic levels or strata of culture.
      c. Communication between individuals whose respective social systems are "out of phase" (rational-legal authority, traditional authority, charismatic authority).
      d. Communication between individuals whose social systems are basically incompatible (interpersonal relationships structure).
      e. Communication based on laws of recency, primacy and intensity.
      f. The concept of the "universal communicator".

IV. The Concept of Social Change

A. Change agent-client relationships: Reciprocity, empathy credibility
B. Some factors in the development and modernization process: literacy, mass media exposure, cosmopoliteness, empathy, achievement motivation, innovativeness

V. The Subculture Unit of Analysis

A. The subculture of peasantry. Why study peasants? Elements of this subculture: mutual distrust in interpersonal relations, perceived limited good, dependence on and hostility toward government authority, familism, lack of innovativeness, fatalism, limited aspirations, lack of deferred gratification, limited view of the world, low empathy. (Rogers)
B. The subculture of the "modern" man or elite. Communication between members of the profession and the subculture of peasantry. Characteristics of the "modern" man: openness to new experience, independence from authority of traditional figures, belief in the efficacy of science and medicine, achievement motivation, planning orientation, future-time orientation, active participation in public affairs. (Inkeles)
C. The "ghetto" subculture. Communication within and among various ethnic groups. The Negro "subculture".

D. Male-Female Roles in Various Societies. Dynamics of the changing concepts in masculine and feminine roles.

Course Requirements: The student is expected to write two (2) short papers which may be preliminary background material to a final term paper.

Mid-term and final examinations will be given.

Textbooks:

Roger, Everett M. with L. Svenning, Modernization Among Peasants: The Impact of Communication, New York: Holt, Rinehart and Winston, Inc., 1969.

Supplementary Readings:

Lerner, Daniel and W. Schramm (eds.), Communication and Change in the Developing Countries, Honolulu: East-West Center Press, 1967.

Gardner, George, "Cross-Cultural Communication," Journal of Social Psychology, Vol. 58 (1962), 241-256.

Inkeles, Alex, "Making Men Modern: On the Causes and Consequences of Individual Change in Six Developing Countries, American Journal of Sociology, Vol. 75, No. 2, 1969.

Simonsen, Bjorn and Goodwin Chu, "A Partially Annotated Bibliography on Cross-Cultural Communication," Stanford University Press, 1970.

Smith, Alfred, Communication and Culture, Holt, Rinehart and Winston, New York, 1966.

Frey, Frederick, et al., Survey Research on Comparative Social Change: a Bibliography, Mass.: The MIT Press, 1969.

Hall, Edward T., The Silent Language, Greenwich, Conn.: Fawcett Publications, Inc., 1959.

_____ and W. F. Whyte, "Intercultural Communication: A Guide to Men of Action," Human Organization, Vol. 19, No. 1, pp. 5-12.

Relevant Readings will be found in the following journals:

Journal of Social Psychology
Journal of Cross-Cultural Psychology
American Anthropologist
Journal of Communication
Journalism Quarterly
Rural Sociology
Public Opinion Quarterly
American Journal of Sociology
American Behavioral Science
Current Anthropology Social Forces
Journal of Social Issues

"'There is a tendency among moths to cluster around bright objects. Inevitably they brush against the candle's flame. But who are we to judge the logic of this act ....much less its morality.'" (117)

SPEECH COMMUNICATION 174
INTERCULTURAL COMMUNICATION

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Spring, 1974
Dr. Sharon Ruhly

INTERCULTURAL COMMUNICATION is designed to be a survey course. I hope to include a definition and location of intercultural communication, a look at aspects of intercultural communication that set it apart from interpersonal and small-group communication generally, a survey of training techniques and research methods. It is intended that each student will attain not only a knowledge of this growing area of speech-communication, but a greated awareness of his or her own intercultural functioning. In order for this growth to occur, some areas of ambiguity are intentionally built into the course. Group work is essential to the course. I hope to devote one-half of each session to role-play, simulation, intercultural workshops or group work.

TEXT: Samovar and Porter. Intercultural Communication: A Reader. Belmont, California: Wadsworth Publishing Company, Inc., 1972.

RESERVE READING: From time to time you will be required to read articles that will be placed on reserve in the Reserve Book Room.

ASSIGNMENTS:

1) Three quizzes (multiple choice)
   a. March 11 (20 questions) probably through material on stereotyping and prejudice
   b. April 15 (20 questions) probably from stereotyping and prejudice through the end of Section II of course outline
   c. May 6 (20 questions) probably Section III

2) Final Exam (multiple choice and/or matching) 60 questions

3) Personal journal describing your own intercultural experiences in and out of class during the course of the semester
   a. Submission I: due April 1 (no foolin')
   b. Submission II: due May 13
   Each submission is worth 20 points possible. Unless accompanied by a doctor's excuse, two points will be deducted for each day that the assignment is late. (This is a reflection of the professor's Anglo culture.)

4) Group Term Paper: Rather than individual final papers, you will be doing a group term paper. All members should provide input into the project. You can choose your project, set your own criteria on which to be graded and execute the project.
   a. Criteria for grading and project out line due April 15
   b. Paper due May 13
   The term paper is worth 40 points possible. Two points will be deducted for each day that any submission (a or b) is late.

Grading: Grades will be reported to you as points received out of total points possible. Your total number of points accumulated will be used to calculate your final grade. Although I will curve the final grades, you may use the following percentages as a tentative guide:

89-100% A	63-75% C
76-88% B	51-62% D
	below 51% F

ATTENDANCE:

As you can see, attendance is not figured into your accumulated points. Exam questions, however will be taken from lecture as well as from the text.

Tentative Course Outline

I. Introduction to intercultural communication

A. Expectations and preconceptions
B. Importance
C. Difference from other communication courses

II. Definition and delineation — Reading Assignment Due: pp. 1-32, Samovar and Portes; pp. 80-87, Smith: Communication and Culture

A. Location within communication study -- Westley and MacLean model
1. Purpose of models
2. Explication of model
3. Why this model valuable for intercultural communication
4. Application of model to given events

B. Salient aspects within intercultural encounters
1. Presence of the unknown itself — Reading Assignment Due:_____
a. Stereotyping
b. Prejudice
2. Differences in communicative aspects ---Reading Assignment Due:_____
a. Non-verbal
b. Linguistic
c. Values----------Reading Assignment Due:_____
d. World view
e. Networks and roles
3. "Out-of-awareness" realm----------Reading Assignment Due:_____
4. Interinfluence of economic and political factors----------Reading Assignment Due:-_____

III. Training approaches----------Reading Assignment Due:_____

A. Characteristics emphasized
1. Positive
2. Negative

B. Approaches----------Reading Assignment Due:_____
1. Culture general
a. ICW
b. Role-play
c. Simulation
2. Culture specific----------Reading Assignment Due:_____
a. Data bank
b. Role-play

IV. Current Research----------Reading Assignment Due:_____

A. Problems
B. Approaches
C. Examples----------Reading Assignment Due:_____

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Instructor: Dr. Tulsi B. Saral
Institution: Governors State University
Module Title: Intercultural Communication
Target Group: Juniors, Seniors and graduate students
Units: 2-4

Description

The nature and process of Culture and Communication will be examined. Major topics will be the relation of a person's perception of environment and his communication behavior, the influence of culture on perception, the influence of cognitive differences on communication between different cultures, the nature and process of stereotype formation, and the effect of stereotyping on interpersonal and intercultural communications.

Rationale

Interaction among persons belonging to different culture groups is becoming increasingly common as efforts toward social, political and economic integration become more frequent. The literature concerned with stereotyping, interpersonal attitudes, and behavior in culturally heterogenous groups suggests that interaction across cultural barriers produces substantial difficulties.

The present module is an attempt to understand the complex process by which people belonging to different culture groups communicate, or fail to communicate, with each other.

Objectives

1. Student will understand the nature and concept of culture and will recognize certain universal features common to all cultures.
2. Student will become aware of the influence of culture on perception.

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3. Student will examine Communication as a Process and become familiar with various models of communication.
4. Student will become aware of the similarities and differences between the processes of Interpersonal Communication and Intercultural Communication.
5. Student will examine the influence of cognitive differences between groups on communication between members of those groups.
6. Student will demonstrate an understanding of the nature and process of stereotype formation and how stereotypes edit and control our communications.
7. Student will understand the relationship between dialects and communication between the speakers of those dialects.
8. Student will examine the relationship between symbols and culture.
9. Student will become aware of the relationship between moral values and communication.
10. Student will examine the effect of culture on modes of communication.

Assessment

Active participation in the assigned Group, Writing Reflections on all questions presented by students, Class Presentation and Writing of a satisfactory Term Paper will each constitute one unit load. At the end of the session, student will have an opportunity of taking an oral, written or take-home examination to establish competencies in particular objectives for transcript purposes.

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Instructional Resources

1. Bem, Sandra L. and Bem, Daryl J. Case Study of a Non-Conscious Ideology: Training the Woman to Know Her Place. In Daryl Bem (ed.) Beliefs, Attitudes and Human Affairs. Belmont, California: Brooks/Cole Publishing Co., 1970.

2. Bennet, John W. and McKnight, Robert K. Social Norms, National Imagery and Interpersonal Relations. In Alfred G. Smith (ed.) Communication and Culture. New York: Holt, Rinehart and Winston, Inc., 1966.

3. Campbell, Donald T. Stereotypes and the Perception of Group Differences. In American Psychologist, 22, 10, October, 1967.

4. Cantril, Hadley: Perception and Interpersonal Relations, American Journal of Psychiatry, Vol. 114, pp. 119-126, 1957.

5. Hall, Edward T. and Whyte, W. F. Intercultural Communication: A Guide to Men of Acian in Alfred G. Smith (ed.) Communication and Culture. New York: Holt, Rinehart and Winston, Inc., 1966.

6. Hall, Edward T. The Silent Language. Greenwich, Conn.: Fawcett Publications, Inc., 1959.

7. Lee, Irving G. They Talk Past Each Other. In Irving Lee's How to Talk with People. New York: Harper and Row Publishers, 1952.

8. Maletzke, Gerhard. Intercultural and Internation Communication. In Heinz-Dietrich Fischer and John Merrill (eds.) International Communication. New York: Hastings House Publishers, 1970.

9. Singer, Marshall R. Culture: A Perceptual Approach. Vidya. Spring, 1969.

10. Triandis, H. C. Cultural Influences Upon Cognitive Processes. In Leonard Berkowitz (ed.) Advances in Experimental Psychology. New York: Academic Press, 1964. (Bobb-Merrill Reprint A-463)

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Mel Schnapper
Speech 783
Intercultural Communication
University of Pittsburgh
Winter, 1971

AN EXPLANATION OF THE LEARNING EXPERIENCE

This learning experience in intercultural communication assumes no prior academic encounter with the content areas. Because the group contains a wide range of backgrounds and experiences, in the first half (approximately) of the term we will lay a basic conceptual foundation and acquaintance with many terms, concepts, theories and models of intercultural communication and those factors that are part of it (values, belief, attitudes, social norms, reference groups, identity, perception, etc.) This will be done in a somewhat conventional way by lectures, readings, discussion, student reports, structured exercizes.

The second half will be based on the assumption that the group has command of concepts, terms, and theories from the first half and will be able to make use of these concepts to make more observations of communication during meetings. The meetings will be more experimentally based and the laboratory approach will be employed. (see "Learning Contract"). My role will be one of facilitator -- an available resource who will make appropriate interventions in the ongoing dynamics, helping you to focus in on what is happening within the group. These sessions will be planned by three or four members meeting with me and it will be they who will be responsible for the major planning and analysis of the intercultural communication. This model draws largely from Roger's Freedom to Learn and other sources on reserve. During the latter half of the course readings will be at a minimal and those available will relate directly to issues that arise from group interaction. During this latter half there will be time for work on projects. (See "Kinds of Projects")

Evaluation

Evaluation will be a part of the group interaction and time will be set aside for self-evaluation, group evaluation. Evaluation will occur within the context of the goals you set for yourself. Evaluation will occur in many different ways and will have different foci. Part of this aspect will include my meeting with some of you after each meeting.

Grades are required by the University and although the emphasis is on self-, peer and my evaluation, there are some very general guidelines that I will use with respect to grade equivalents of performance. These guidelines are suggested and can easily be scrapped if there are more appropriate alternatives as suggested by you. These are:

"A" Regular attendance, significant contributions to group activities, significant learning, intellectually and/or creative project, as source of cultural awareness to group, understanding of basic concept and internalization.

"B" Regular attendance, significant contributions to group, activities, significant learning, good project, comprehension of conceptual material.

"C" Regular attendance, some class contribution, performance of project, understanding of concepts, general fulfillment of own goals.

"D" Irregular performance, poor project, little reading, no effort.

"E" Irregular or no attendance, no project, no reading, no nothing.

To spare me the unpleasantness of giving grades of "C" or below I'd prefer that potential candidates for the "C" category not take the course. If you accept the learning contract and the philosophy of the experience, your minimum performance should be equivalent to a "B".

Hoped for outcomes of the experience:

1. Familiarity with basic concepts of culture and communication.

2. Greater self awareness of personal values, beliefs, attitudes, prejudices and other factors which influence your listening and communicative behavior.

3. An increase in listening, perceiving and communication skills as they relate to intercultural communication.

4. A knowledge of conceptual models that explain, and behavioral skills that improve intercultural communication in a dyadic, family, group, organizational, and societal context.

5. The ability to use conflict resolution skills and culture identifying techniques.

There are three books that are most essential for class discussion:

The Process of Communication - David Berlo

Beliefs, Attitudes and Human Affairs - Daryl Bem

The Silent Language - Ed Hall

Please read Parts I, II, III or

Freedom to Learn - Carl Rogers

...and recommended are:

The Book - Allan Watts The Hidden Persuaders - Vance Packard

"Cultural Basis of Emotions and Gestures" - Weston LaBarre

Other books will be suggested as the course evolves.

CONTRACT

The latter portion of Speech 783-Intercultural Communication - will use the laboratory or experiential approach. This has been defined as:

> an educational strategy which is based primarily on the experiences generated in various encounters by the learners themselves, and which aims to influence attitudes and develop competencies toward learning about human interactions. Essentially, therefore, laboratory learning attempts to induce changes with regard to the learning process itself and to communicate particular method of learning and inquiry. It has to do with "learning how to learn."

This course is not a study of how cultures interact but how people (you) interact with persons from different cultural (racial, class, ethnic) backgrounds from your own. Therefore this course will concentrate on the cultural/personal perceptions, values, beliefs, prejudices which we all bring with us as a product of a culture. Much of the learning which the student will participate in, will be on every subjective level. Learning will take place when you answer questions related to:

1. Why you think as you do about other members of the class.
2. Why you listen to some and not to others.
3. Why and who angers you.
4. Why some are perceived as naive, aware, etc.
5. Your reaction to the total group and class situation.
6. The personal meaning that the lectures and readings have for you.

Your own behavior and interaction are additional textbooks for the course. You will also keep a journal to record personal learning. You should think about:

1. What use you are making of the resources in the group.
2. What role you are playing in facilitating learning for the group?
3. What learning you are doing on your own by way of reading, interviewing, movie previewing, etc.

Learning as defined in this course will have the following properties:

1. It has a quality of personal involvement
2. It is self-initiated
3. It is pervasive
4. It is evaluated by the learner
5. Its essence is meaning

The class size will be limited to 25 participants so that members will be encouraged to speak their minds regardless of the prejudices, assumptions, values, etc. expressed. In this way members can get feedback from other members about their communicative behavior on the cultural/personal level. Experiential learning can only take place if you are present. The group may decide that an "out-of-class" activity (speaker, movie, etc.) should be "required" as a shared experience. There will be no occasion when a fellow participant can "Fill you in" on what you missed. If you decide to take this course write up your personal goals for the course and how you expect to achieve them. Bring to class next time. This is your contract with the group.

Outline of Learning Experiences

January

7 What's this class all about? INTRODUCTION
14 General Semantics
21 Perception
28 Communication as...

February

4 Social Systems
11 Class evaluation, reconsideration of goals, previewing of projects
18 Nonverbal Intercultural Communication
25 Review and introduction to second half
27 All Day Lab

March

4 To be planned
11 To be planned
18 To be planned
25 To be planned

April

1 To be planned
8 To be planned
15 To be planned

Kinds of Projects

Here are a few project ideas that might stimulate your own thinking. Each project should try for some kind of group involvement, be indicative of personal learning, and be intellectually rigorous and/or very creative.

1. One concern of mine for the kind of experience this is is what is the meeting-to-meeting learning going on. How and how much are members relating "class" exposure to concepts and experiences to their other learning experiences and to their life in general. One requirement of the course is that members keep journals with regular entries, but I would like something that can be digested and fed back to the whole group. I hope to employ a number of evaluative instruments during the term and would welcome several people helping me with them.

2. White Racism -- One intercultural problem is that of white racism - white's being unaware of its nature, and having been made aware - how to cope with it. Last year the Dean's office sponsored a conference "White-toWhite" - what were the results? What is the nature of recent Black Action Society (BAS) charges against the Athletic Department? Why does the BAS exist? What kind of institution is Pitt? What would be the role of a White Action Society of Pitt (WASP)? This would be a project for those interested in intercultural communication on an institutional level.

3. Microculture of a classroom -- A distinction made between microculture and macroculture is that the microculture occurs in small groups, does not last beyond the life of the group, occurs in specific settings, etc. More often aspects of this microculture are referred to as norms (No talking in church, no laughing at a funeral, etc). These norms are supported by values and assumptions that define what is taking place. After reading Rogers and looking at this group, describe the culture of this group and compare it with two or three other "classes" and with your own ideal learning model. Try to identify verbal and nonverbal behavior and its supporting values, assumptions and your own reaction to them. Be specific about the behavior. Don't say "Teacher is Authoritarian". Say "Teacher does not allow questions during his lecture." Another person with the same data may generalize that the "Teacher is well prepared and does not like chaos." If a number of you do it together you might compare data and interpretations. This microculture might also be used to compare two bars (the two on Atwood Street), two churches (the UACM, St. Paul's) etc.

4. Comparative Cross-Cultural Studies -- At the basis of intercultural communication is the assumption that cross-cultural differences can be identified to explain what takes place during intercultural communication. I have several cross-cultural research models which are very basic to many comparative studies and fairly simple in concept. Several of you might want to conduct a few mini-studies using either the class or other populations on or off campus. This experience would enable you to confront the issues and intercultural dimensions of the "participant-observor role" ethical considerations of such studies, problems of interpretations (as a function of one's own culture) and many other issues that are becoming increasingly critical in the cross-cultural (Comparative) field. Your focus would be on the intercultural dimension of doing such studies.

5. Resources -- Too often students in an introductory course of this type learn some basic information and know about a few books related to the content area. This project is to encourage you to spend some time looking at books, movies, tapes, slides, journals, faculty, magazines, organizations, people-fellow group members, practitioners, etc. Since the emphasis of class discussions will often be on the generic level of intercultural communication you may feel like a more depthful effort in a specific intercultural dimension American-Foreign, Black/White, generational, rich/poor, Indian-American/Anglo-American, Jewish/Gentile, etc. Those of you who decide on this would prepare (for mimeographing) and distribution to other members a list of some length. Resource persons should be identified and described, books annotated, films previewed, journals should be described in terms of general purpose and typical articles. In none on this are you limited to Pitt. Once you decide on your area you might start with me. I'd also want your personal evaluation of what you learned.

6. The Future - There is a new culture in our presence - tomorrow. Some of us are its members - others not. This culture is unique from any culture we might know because it is always new, little understood and tomorrow. For those ten years younger than me it means that your present is not my present, my past doesn't exist for you and your future won't exist for me. We can only meet briefly in the "here and now." I've just read a kind of book - TEG's 1994, a never to be finished book. Unlike Toeffler's Future Shock, it will never be dated. I can order copies for as many of you who would like to participate in it. The format enables you to react as you read and then read your reactions as a book. This could be done as a group. (I have my own copious notes and would like to participate in the experience.) The cost is $3.00 for five or more copies, otherwise $5.00/copy. Supplemental to this would be to listen to a tape by Carl Rogers "The Generation Gap" or "The New Man"; previewing Marshall McLuhan's "The Medium is the Message". Reading parts of Toeffler's Future Shock, Margaret Mead's Culture and Commitment, Jerry Rubin's Do It, Charles A. Reich's The Greening of America.

7. Inter-ethnic project -- One intercultural dimension that has long been ignored is that of inter-ethnic relations. Many things might be done in this area, starting with the members of this group. One example: I just bought a game called "Chutzpah" a game for "shlemiels, shlemazels, mavens, balabustas, clutzes, t5umbaniks, and even some of your best friends..." For those of you who haven't figured it out yet, this is a game that highlights many Jewish words, concepts, values, attitudes of American Jews. (Many of which may be unfamiliar to younger Jews in the group.) Some of you who want to explore Jewish-Gentile differences might play this game for as long as you like and interact around the themes that emerge as they arise. You could also do corrollary readings and report your experience to the group as a whole. Similar experiences might be designed to investigate other inter-ethnic dimensions.

8. Intercultural Workshops -- The Regional Council for International Education has a series of intercultural workshops that are conducted over the weekend (from Friday evening to Sunday afternoons.) These workshops are attended by American and foreign students from colleges and universities in the tri-state area. They are behaviorally oriented (as is this learning experience) and focus

on many of the same issues that we will deal with here. The major focus in these workshops is on the experience of the foreign student at an American university and how he/she perceives the environment and like wise for the American participants in how they perceive the foreign student and his present or back-home environment. If any of you would like to attend (and I would hope that most of you would) I will make arrangements. The cost is something like $5.00 for room and board. I would expect you to write-up your experience and relate it to what has been going on in our group, with examples of the concepts we've discussed or new concepts to apply to the group's behavior.

READINGS

Readings should follow group meetings and will be based on in-class experience. The "core" readings come from The Process of Communication by David Berlo and Beliefs, Attitudes and Human Affairs by Daryl Bem. Other related readings are on reserve.

INTRODUCTION - 7 Jan 71
Carl Rogers - Freedom to Learn, Chs. 2, 3 (on reserve)

GENERAL SEMANTICS - 14 Jan 71
Berlo - Chs 7,8, 11 - Process of Communication
Ethel Albert - "Cultural Universals - Words or Things" (on reserve)

PERCEPTION - 21 Jan 71
Berlo - Chs, 9, 10
Marshall Singer - "Culture: A Perceptual Approach" (on reserve)

INTERCULTURAL COMMUNICATION IS... - 28 Jan 71
Berlo - Chs, 1,2,3
R. L. Smith - "General Models of Communication" (on reserve)
L. E. Sarbaugh - "Communication as Process" (on reserve)

SOCIAL SYSTEMS - 4 Feb 7;
Berlo - Chs. 6
Bem - Chs. 12, 3, 4
James A. Anderson - "Communication Accuracy in the Unarranged Date" (on reserve)
B. N. Doyle - "Etiquette of Race Relations in the South: A Study in Social Control" (on reserve)

NONVERBAL INTERCULTURAL COMMUNICATION - 11 Feb 71
Ed Hall -"Hidden Dimension" (on reserve)
M.D. Benne, L. P. Bradford, R. Lippit, "The Laboratory Method" in T-Group Theory and Laboratory Method: Innovation in Re-Education by Bradford, L. P. Gibb, J., and Benne, K.D. (on reserve)

ALL DAY LAB - 27 Feb 71
Rachael D. DuBois & Mew-Soong Li - Reducing Social Tension and Conflict through the group conversation method (on reserve)

TEACHING CULTURE IN BILINGUAL CLASSES (SPANISH)
COURSE OUTLINE AND READING LIST

BEST COPY AVAILABLE

H. Ned Seelye
Visiting Professor
Department of Education
Loyola University of Chicago

Curr. 408, July 8-24, 1974
1:30-4:50, Monday through Thursday

This course is designed for graduate students or experienced teachers in Spanish as a foreign language or in Spanish/English bilingual programs. Behavior occurs within a cultural context and can only be accurately decoded by someone who understands both the linguistic and cultural patterns of the actor. This course provides a vehicle for developing classroom strategies for learning the skills needed to communicate cross-culturally with Spanish-speaking people.

Course Goals

Course participants will:

1. develop those skills needed to locate information on key concepts of Latin America from bibliographic guides, fiction and nonfiction books, census reports and statistical abstracts, dissertations, journal articles, films, recordings, newspapers, magazines, radio, and native informants;

2. develop skill in fitting information-gathering activities into a problem-finding, purposeful framework consisting of seven different cultural goals involved in cross-cultural communication;

3. learn to approach the study of Latin American culture through an hypothesis-refinement process;

4. develop a strategy for their own classrooms which includes various techniques to increase student motivation and individualize instruction so that students increase their understanding of Latin America and develop skills to continually update their knowledge.

Required Reading

(1) Gill, Clark, William B. Conroy, and Catherine Cornbleth. Key Ideas about Latin America. Austin: University of Texas (Latin American Curriculum Project), 1967.

(2) Gordon, Raymond L. Living in Latin America: A Case Study in Cross-Cultural Communication. Skokie, Ill.: National Textbook Co., 1974.

(3) Luttwak, Edward. Coup D'Etat: A Practical Handbook. New York: Fawcett, 1969.

(4) Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie, Ill.: National Textbook Co., 1974.

Required Projects

1. To further develop in yourself cultural skills similar to those your students can develop, each participant will complete _____ teacher-assigned activities (see assignment sheets). A participant-developed activity may be substituted for any of the teacher-assigned tasks if it (a) develops the same skills, (b) is described with similar specificity, and (c) receives the approval of the instructor.

2. To afford participants a concrete aid for implementing cultural instruction in the Fall, each participant will help produce, as a class project, a resource manual for individualized work on Hispanic culture. This manual will contain 21 different student activities, with the objective for each activity described in terms of student performance (terminal behavior, conditions, criterion). The activities should broadly sample the principal concepts of Hispanic culture and should be organized under the seven cultural skill areas, each area illustrated by three activities. Of the 21 activities suggested in the resource manual, at least eight different techniques (such as culture assimilators, clusters, games) must be represented. These activities are to be typed on dittoes and distributed by the eleventh day of class after they have been critiqued by the instructor and subsequently revised by the class participants.

3. To provide some indication of how the concepts and skills developed in this course will be applied, each participant will develop individually a brief time-lined outline of how he/she intends to incorporate cultural instruction in his/her next year's courses or job assignment. To be handed in the last day of class, typed.

Curr. 408
H. Ned Seelye

COURSE OUTLINE

(1) Monday, July 8:

Course orientation (Hall, 1959; Farb, 1973; Prosser, 1973); theoretical constructs for organizing content of Hispanic culture (Jenks, 1971; Seelye, 1974, Chaps. 1-2, 8; Gill, 1967) and for developing cross-cultural skills of communication and understanding (Seelye, 1974, Chaps. 3-4); assignments and time constraints; use of games and other pedagogic techniques (Lee, 1964; Carlson, 1969; Hubp, 1974, Vol. I, II; Abt, 1972); identification of key ideas which bear on golpes de estado. Assignment due: #1.

(2) Tuesday, July 9:

Researching key concepts of Latin America; bibliography relevant to golpes; idenfication of attendant controversies. (Svobodny, 1973; Seelye, 1972, bibliography; Loy, 1973; Seelye, 1974, Chap. 10; Adams, 1973; Lange, 1969-73; González Casanova, 1970; Murdock, current HRAF; Wilgus, 1974; Ruddle and Odermann, 1972; Wagley, 1964; Diégues Júnior and Wood, 1967; Fallah, 1966.) Assignment due: #2 or #3.

(3) Wednesday, July 10:

Evaluating statements about Latin America which relate to golpes de estado; hypothesis refinement through statistical data, mass media, and informants (Seelye, 1974, Chap. 8; Meyer, 1973; Jenks, 1974; Leñero Otero, 1971; Savaiano, 1974). Assignment due: #4.

(4) Thursday, July 11:

Interaction of behavior and social variables; social stratification (Adams et al, 1960); dialectology (Kany, 1951, 1960a, 1960b); identification of societal sectors most involved in golpes (Luttwak, 1969). Assignment due: #5.

(5) Monday, July 15:

Conventional behavior of sectors involved in golpes; age, sex, social class, place of residence variables; visual and dramatic portrayal techniques. Assignment due: #6 or #7.

(6) Tuesday, July 16:

Visual illustration of key concepts relating to golpes; cultural connotations of words; word and image collages, photo essays; use of magazines and newspapers (Lange, 1974; Seelye and Day, 1974); interaction among sectors; identification of the options of each sector in a golpe and assessment of the cost of each option. Assignment due: #8, #9, #10.

Course Outline

(7) Wednesday, July 17:

Planning the "rules" for a golpe de estado game/simulation. (Livingston and Stoll, 1973; Zuckerman and Horn, 1973; Thiagarajan, 1973.) Assignment due: #11.

(8) Thursday, July 18:

¡GOLPE! (to extend through the evening)

(9) Monday, July 22:

Post game debriefing; functionality of culturally conditioned behavior; anthropological overview (Richardson, 1970). Assignment due: #13.

(10) Tuesday, July 23:

Cross-cultural miscommunication in daily routine (Gorden, 1974).

(11) Wednesday, July 24:

Viewing United States society cross-culturally (Stewart, 1972; United States Bureau of the Census, 1973; del Río, 1965; Miner, 1956).

(12) Thursday, July 25:

Implementing cultural instruction; course outlines; available instructional materials; strategies for individualization.

- 5 -

COURSE BIBLIOGRAPHY

Abt, Clark
Serious Games. New York: Viking, 1970.

Adams, Henry E., ed.
Handbook of Latin American Studies; No. 35 (Social Sciencies). Gainesville: University of Florida Press, 1973.

Adams, Richard N., John P. Gillin, Allan R. Holmberg, Oscar Lewis, Richard W. Patch, and Charles Wagley.
Social Change in Latin America Today: Its Implications for United States Policy. New York: Vintage Books, 1960.

Carlson, Elliot
Learning Through Games: A New Approach to Problem Solving. Public Affairs Press (419 New Jersey Avenue, S.E., Washington D.C. 20003), 1969.

del Río, Angel
The Clash and Attraction of Two Cultures: The Hispanic and Anglo-Saxon Worlds in America. Baton Rouge: Louisiana State University Press, 1965

Diégues, Júnior, Manuel, and Bryce Wood, eds.
Social Science in Latin America. New York: Columbia University Press, 1967.

Fallah, Skaidrite Maliks
A Selected Bibliography on Urban Insurgency and Urban Unrest in Latin America and other Areas. Washington, D.C.: The American University, (Center for research in Social Systems, 5010 Wisconsin Avenue, N.W.), 1966. (See Gov't documents section of library.)

Farb, Peter
Word Play: What Happens When People Talk. New York: Alfred A. Knopf, 1973.

Gill, Clark, William B. Conroy, and Catherine Cornbleth.
Key Ideas About Latin America. Austin: University of Texas (Latin American Curriculum Project), 1967.

González Casanova, Pablo, et al.
Sociología del desarrollo latinoamericano: Una guía para su estudio. México, D.F.: Universidad Nacional Autónoma de México (Instituto de Investigaciones Sociales, 1970.

Gorden, Raymond L.
Living in Latin America: A Case Study in Cross-Cultural Communication. Skokie, Illinois: National Textbook Company, 1974.

Hall, Edward
The Silent Language. New York: Doubleday, 1959.

Course Bibliography, Cont'd

Hubp, Loretta B.
Let's Play Games in Spanish. (Book I for grades K-8; Book II for grades 9-12.) Skokie, Illinois: National Textbook Company, 1974.

Jarvis, Gilbert A., ed.
Responding to New Realities (ACTFL Review of Foreign Language Education, Vol. 5). Skokie, Illinois: National Textbook Company, 1974.

Jenks, Frederick L.
A Schema for the Generation of Educational Objectives Related to the Teaching of Culture in the Foreign Language Classroom. Doctoral dissertation, Wayne State University, 1971.

Jenks, Frederick L.
"Any Fifteen-year old student CAN do Socio-Cultural Research." Careers, Communication and Culture. Skokie, Illinois: National Textbook Company, 1974.

Kany, C.E.
American-Spanish Euphemisms. Los Angeles: University of California Press, 1960.

Kany, C.E.
American-Spanish Semantics. Los Angeles: University of California Press, 1960.

Kany, C.E.
American-Spanish Syntax. Chicago: University of Chicago, 1951.

Lange, Dale L., ed.
Annual ACTFL Bibliography (1969 to present). Published in May issues of Foreign Language Annals; also available through ERIC (62 Fifth Avenue, New York 10011).

Lee, W.R.
Games and Drills for Learning Foreign Languages. London: Oxford University Press, 1964.

Leñero Otero, Luis
Investigación de la familia en México. México, D.F.: Impresora Galve, S. A. (Instituto Mexicano de Estudios Sociales), 1968, Segunda edición 1971.

Livingston, Samuel A., and Clarice Stasz Stoll
Simulation Games: An Instroduction for the Social Studies Teacher. New York: Free Press, 1973.

Loy, Jane M.
Latin America: Sights and Sounds, A Guide to Motion Pictures and Music for College Courses. Gainesville, Florida: Consortium of Latin American Studies Programs, 1973.

Course Bibliography, Cont'd

Luttwak, Edward
Coup D'Etat: A Practical Handbook. New York: Fawcett, 1969.

Meyer, Philip
Precision Journalism: A Reporter's Introduction to Social Science Methods. Bloomington: Indiana University Press, 1973.

Miner, Horace
"Body Ritual among the Nacirema." American Anthropologist 58, (June 1956): 503-507.

Prosser, Michael H., ed.
Intercomunication Among Nations and Peoples. New York: Harper and Row, 1973.

Richardson, Miles
San Pedro, Colombia: Small Town in a Developing Society. Case Studies in Cultural Anthropology Series. New York: Holt, Rinehart and Winston, 1970.

Ruddle, Kenneth, and Donald Odermann, eds.
Statistical Abstract of Latin America, 1971. Los Angeles: University of California (Latin America Center), 1972.

Savaiano, Geraldine
"Some Indications of Changes in Customs and Attitudes Among Certain Latin American Young People of the Middle Class," Hispania 57 (2), (May 1974): 254-269.

Seelye, H. Ned
Teaching Culture: Strategies for Foreign Language Educators. Skokie, Illinois: National Textbook Company, 1974.

Seelye, H. Ned, ed.
Teaching Cultural Concepts in Spanish Classes. Springfield, Illinois: Office of the Superintendent of Public Instruction, 1972.

Seelye, H. Ned, and J. Laurence Day
The Newspaper: Spanish Mini-Culture Unit. Skokie, Illinois: National Textbook Company, 1974.

Stewart, Edward C.
American Cultural Patterns: A Cross-Cultural Perspective. University of Pittsburgh (Regional Council for International Education), 1972.

Course Bibliography, Cont'd

Svobodny, Dolly D.
"Information Sources for the Foreign-Language Teacher-Researcher," in Jerald R. Green, ed., Foreign-Language Education Research: A Book of Readings. Chicago: Rand McNally, 1973, pp. 37-50.

Thiagarajan, Sivasailam, ed.
Current Trends in Simulation/Gaming. Bloomington: Indiana University (School of Education), 1973. (Special edition of Viewpoints 49 (6).)

United States Bureau of the Census
Statistical Abstract of the United States, 1973. (94th ed.) Washington, D.C.: United States Government Printing Office, 1973.

Wagley, Charles, ed.
Social Science Research on Latin America. New York: Columbia University Press, 1964.

Wilgus, Karna S., comp.
Latin America Books: An Annotated Bibliography for High Schools and Colleges. New York: Center for Inter-American Relations (680 Park Avenue), 1974.

Zuckerman, David W., and Robert E. Horn
The Guide to Simulations/Games for Education and Training. Cambridge, Mass.: Information Resources, 1973.

Khalil I. H. Semaan
Arabic Studies
SUNY-Binghamton
Binghamton, N.Y.

August 1973

Outline of a Course in
APPLIED INTERCULTURAL COMMUNICATION

Araboislamic - American

Description:

A survey of Islamic teachings, thought and institutions and the culture of Southwest Asian and North African peoples who profess Islam, with special emphasis on communication problems created by racial, linguistic and cultural differences, and on how traditional cultural assumptions affect verbal and non-verbal communication between Americans and Muslim Arabs.

Objectives:

To give the student scientific knowledge of Muslim Arabic culture as it has been existing since its appearance on the stage of history.

To provide the student with tools necessary for scientific research in interracial and intercultural communication.

To help prepare the student to function with ease within his pluralistic world here at home and with persons belonging to the Muslim Arabic-culture in Southwest Asia and North Africa.

1st week I. Setting the Stage:
- A. Delineating our Subject-Matter
  - 1. The Meaning of 'Islamic'
  - 2. A Humanities Definition of 'Culture'
  - 3. Islam's Claims on our Interest

2nd week II. The Pre-Islamic Scene:
- A. Geographical Sketch
  - 1. Anatolia & Iran
  - 2. The Arabian Peninsula
  - 3. Mesopotamia
  - 4. Syria-Palestine (i.e., Jordan, Israel, Lebanon and the Syrian Arab Republic including the Turkish Sandjak of Alexandretta and the U.A.R. Gazza District)
- B. Historical Sketches:
  - 1. Pre-Semitic Times
  - 2. The Coming of the Semites: their Origin, Rise, Decline and Fall
  - 3. The Coming of the West: Inroads, Confrontation with the East, Triumph, Disintegration and Fall.
- C. Cultural Sketches:
  - 1. Literature, Philosophy and Religion
    - a. Before the Semites: A Sumerian Paradise; Gods at War
    - b. Early Semitic: Epic of the Creation; A Hymn to Ishtar; Praising the Lord of Wisdom; On Human Misery; The Tale of Aqhat
    - c. Middle Semitic: In the Beginning; The Lord is my Shepherd; On Human Misery; To Know Wisdom; Let Him Kiss Me
    - d. Early Modern Semitic: The Ballad of the Three Witches; A Refuge from Scathe; A Murdered Man Lying; She Mocked at Me; I am Weary of Life; Thou Seest Us
  - 2. The Arts and the Sciences

3rd week III. The Coming of Islam:
- A. Geographical Environment
- B. The Characteristics of the Arabian Society and its Historical Background
- C. The Religious Mood of the Times
  - 1. Judaism
  - 2. Christianity
  - 3. Zoroastrianism
  - 4. Arab Paganism
- D. Muhammad's Life and Career

4th, 5th and 6th weeks IV. The House that Muhammad Built
- A. Islam as a Religion
  - 1. The Qur'an
  - 2. The Traditions
  - 3. Beliefs and Practices
  - 4. The Last Day
  - 5. Predestination
  - 6. Holy War
  - 7. Sects

B. Expansion
   1. Into Neighboring Lands
   2. Beyond Persia, Beyond Egypt
   3. Empire's Capitals
      a. Madinah
      b. Damascus
      c. Baghdad
      d. Cordova
      e. Cairo
      f. Constantinople

C. The Polity and its Adminstration
   1. Caliphs and Imamas, Kings and Sultans
   2. Constitution
   3. Executive, Legislative and Judicial
      a. The "Princes of the Faithful"
      b. The Vizier
      c. The Wali
      d. The Qadi
      e. The "Prince of the Soldiers," the "Prince of the Seas"
   4. Dar al-Islam and Dar al-Harb
   5. Minorities

D. The Social Order
   1. Nomads and Sedentary Peoples
   2. Family
      a. Marriage
      b. Children
      c. Separation of the Sexes
   3. Harem
   4. Prostitution
   5. The Eunuch
   6. Slaves
   7. Recreation
      a. Intellectual Salons
      b. Other Forms (Athletics and Games)

E. The Mechanics of Survival
   1. Agriculture
   2. Industry
   3. Commerce

F. Cultural Achievements
   1. Belles Lettres
   2. Philosophy
   3. Theology and Jurisprudence
   4. History and Historiography
   5. Geography of Lands and Peoples
   6. Architecture, Art, and Music
   7. The Sciences and the Medical Arts
   8. Education

7th & 8th weeks

V. The Modern Scene
   A. Decline: Its Causes and Effects
   B. Confrontation with the West: the Fall
   C. The Impact of the West: the Reawakening
   D. Search for Identity: Pan-Islamic or National

E. The Present
1. Material vs. Cultural Goods
2. So Far, So Good: Achievements and Shortcomings
a. The Political Realm
b. The Social Realm
c. The Cultural Realm
c.1. Belles Lettres
c.2. Philosophy, History and the Social Sciences
c The Sciences
c.4. Architecture, Painting and Sculpture
c.5. The Performing Arts

VI. Curtain: Recapitulation and Synthesis

9th, 10th and 11th weeks

VII. Culture and Communication
1. Importance, Application and Attempt to Define Intercultural Communication
2. Language and Culture
a. The Nature of Languag
b. Language as a Mirror of the Culture of the People Who Speak it.
c. Non-Verbal Complements of Language
3. Race, Prejudice and Inter-Racial Relations
a. Theories
b. Personal Experience (by Participants)
4. Religion and Self Identification
a. Self-Image in Judaism, Christianity and Islam
b. American Patriot and Arab Nationalist (Reflections on Approaches by White (Jewish, Catholic and Protestants of Various National Origins, Men and Women), Black, Sino-Japanese, and American Indian on the One Hand, and by Arabs (Muslims and Non-Muslims)on the other
5. Ideology
a. Capitalism vs. Socialism
b. Independence vs. Interdependence
c. Nationalities as Sister Members of the World Community
6. Personal and Personality
a. Dogmatism
b. Authoritarianism
c. Ethnocentricity
d. Egalitarianism
7. Summing up: The Self in its Own Worlds and Outside Them

12th week to end of semester

VIII. Applied Intercultural Communication (Students will be Introduced to Persons Belonging to the Muslim Arab Culture for Factual Testing of Knowledge and Tools Acquired in the Course

IX. Reporting, Analysis, Critique, and Modification

Textbooks:

Hitti, Philip K.: History of the Arabs. New York, 1970

Jeffery, Arthur: Islam: Mohammad and His Religion. New York, 1958

Schroeder, E.: Mohammad's People. Portland, Maine, 1955

Pei, M.: Language for Everybody. New York, 1961

Prosser, M.H., ed.: Intercommunication among Nations and Peoples. New York, 1973

Samovar, L. and Porter, R. (eds.): Intercultural Communication: A Reader. Belmont, Calif., 1972

Readings:

To be selected and assigned on the basis of the student's interest and as the course progresses.

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COURSE OUTLINE

Speech 385: Culture and Communication
Instructor: K. S. Sitaram

Communication has been defined as the act of understanding, and being understood by, your audience. Intercultural communication has been defined as interaction between members of slightly to entirely differing cultures. In order to successfully communicate with members of another culture you must know: your own culture, your audience culture, and methods of adapting to the audience culture. Therefore, the following three main goals are set for this course.

1. Understanding yourself. Understanding your own cultural value system. The institutions that originate and reinstate the values. The methods developed by the institutions to transmit the values from generation to generation.

2 Understanding your audience. Understanding the cultural value systems of your audience, their institutions, and their communicative methods.

3 Adaptation to audience culture. Changing communicative techniques depending upon your audience culture. Successfully interacting with the audience.

Class discussions, student reports, guest lectures, film shows and other activities will be designed to achieve the above three goals. Students from other cultures will be invited to participate in discussions with the class.

You will be required to read and report chapters from the text and other books, write a short paper on an intercultural topic of your choice, and take a final examination.

TEXT BOOK: Intercultural Communication: A Reader (ed.) Samovar and Porter, Wadsworth, 1973

K.S.Sitaram

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SPEECH 784: SEMINAR IN INTERCULTURAL COMMUNICATION

Summer II, 1970

The purpose. This course is designed to meet the needs of those who like to: (1) analyze in depth studies related to intercultural communication, (2) discuss problems of research in intercultural situations, and (3) study possibilities of training people for working in intercultural environments.

Prerequisite: None. However, the course is based on the assumption that the seminar participants had taken, or was exposed to the contents of, at least one basic course in Speech-Communication, Anthropology, or Research Methods.

Course contents: Seminar participants will discuss methodological problems in conducting intercultural studies, develop research designs, and study research reports which contribute to the understanding of the art and process of intercultural communication. They will also study methods of training people for successful working in intercultural environments.

The class will be divided according to the interests of the participants.

Required readings: 1. Segal, Campbell, and Herkowitz, Influence of Culture on Visual Perception; 2. Arsenberg and Niehoff, Introducing Social Change, a Manual for Americans Overseas.

Instructor: K. S. Sitaram (Ph.D., Oregon), author of more than 8 books in Kannada language, has more than 12 years of experience in administration, teaching, and research of mass communication both in India and the U.S.

Syllabus for U 466

Analysis of Intercultural Communication

Appropriate theories, concepts and bodies of facts, drawn from the various disciplines, are integrated under the rubric of communication. The content of the course will touch upon the processes of perception and learning (change), thinking and evaluation. The syntactics or forms of communication are considered according to networks, feedback mechanisms and media. The problem of semantics or meaning of communication is treated as applications in the field of intercultural differences.

About one-third of the course is based on lectures, while the remaining two-thirds of the time is consigned to applications and experience. It is intended that the concepts derived from lectures and readings be worked with and experienced in the context of group discussions, exercises and experiments.

Textbooks:

Berlo, David K. The process of communication, an introduction to theory and practice. Holt, Rinehart and Winston, Inc., 1960

Smith, Alfred G. Communication and culture, readings in the codes of human interaction. Holt, Rinehart and Winston, Inc., 196

Continuation:

Syllabus for U 466

In addition to the two textbooks, the books below are useful and relevant references:

Barnlund, Dean C. Interpersonal communication: Survey and studies. Houghton Mifflin Company, 1968.

Carpenter, Edmund and McLuhan, Marshall (Eds.) Explorations in communication, an anthology. Beacon Press, 1960.

Dance, Frank E. X. (Ed.) Human communication theory, original essays. Holt, Rinehart and Winston, Inc., 1967.

Hoffman, Arthur S. (Ed.) International communication and the new diplomacy. Bloomington: Indiana University Press, 1968.

Kelman, H. C. (Ed.) International behavior: A social-psychological analysis. New York: Holt, Rinehart and Winston, Inc., 1965.

Klapp, Orrin E. Collective search for identity. Holt, Rinehart and Winston, Inc., 1969

Matson, Floyd W. and Montagu, Ashley (Eds.) The human dialogue, perspectives on communication. New York: The Free Press, 1967.

Miller, George A. The psychology of communication, seven essays. Baltimore: Penguin Books, Inc., 1967.

Pye, Lucian W. (Ed.) Communications and political development. Princeton: Princeton University Press, 1963.

Thayer, Lee (Ed.) Communication theory and research, proceedings of the first international symposium. Springfield, Ill.: Charles C. Thomas, Publisher, 1967.

Watzlawick, Paul, Beavin, Janet Helmick, & Jackson, Don D. Pragmatics of human communication, a study of interactional patterns, pathologies, and paradoxes. New York: W. W. Norton & Company, Inc., 1967.

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Syllabus for U 666

Understanding American Culture

The objective of the course is to provide a description of American culture so that the content will not only be mastered but also assimilated. For the attainment of this objective, there must be some congruence between the private fantasies, images, motives and styles of students and the content of the course. Choice of topics and concepts, use of methods of discussions and simulations, and the use of visual materials will contribute to ublishing bridges between the content of the course and the students.

American culture will be systematically presented in contrast to other cultures or according to contrasts found in subcultures of American society. Some of the cultural variations of the American scene will be considered according to black - white and middle - lower class distinctions. The approach to American culture is interdisciplinary, and special attention is given to the psychological and social levels of analyzing culture. The concepts used are cognitive dimensions which are conceptually equivalent from culture to culture, and refer to differences among people rather than to their similarities.

The content of the course is organized as patterns of thinking, assumptions, values and cultural norms. Patterns of thinking are considered as processes while values are identified as the rules governing behavior available to awareness. Assumptions on the other hand represent fundamental predispositions of the individual which lie below the level of awareness. Cultural norms do not completely govern behavior but constitute social concepts used to explain or justify and partly guide behavior.

The content of the assumptions and values of American culture are covered according to four components. The first one of these is the form of activity which includes decision-making, action, motivation, temporal orientation and other topics.

The second component of culture, form of social relations, consists of topics such as friendship, equality, cooperation, formality and specialization of roles.

The perception of the world is the third component comprising of subjects such as the relationship of man to nature, materialism, progress, quantification and time.

All cultures may be regarded as assuming some perception of the individual and the self. This is the fourth component of culture under which the topics of individualism, self as point of reference, cultural variations of the self concept, self-reliance and fragmentation of the personality are considered.

Book used as text:

McGiffert, Michael, The Character of Americans, Dorsey Press, 1964.

Sample of books used as references:

Kaplan, Bert, Studying Personality Cross-Culturally, Harper and Row, 1961.

Kluckhohn, Florence and Fred L. Strodtbeck, Variations in Value Orientations, Row, Peterson, Evanston, 1961.

McClelland, David C., The Achieving Society, D. Van Nostrand Company, Inc., Princeton, 1961.

Nakamura, Hajime, Ways of Thinking of Eastern Peoples: India - China - Tibet - Japan, East-West Center Press, Honolulu, 1964.

Williams,Jr., Robin M., American Society; a Sociological Interpretation, Alfred A. Knopf, New York, 1961.

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FACILITATING INTERCULTURAL WORKSHOPS

USING SPECIFICS OF THEMATIC CULTURAL AWARENESS

Director: V. Lynn Tyler
Time Frame: 32 group hours — Intercultural Workshops
60-80 hours in personal research and learn-shops

DESIGN: Experience in thematic culture recognition and interaction. Working surveys of significant assumptions, unique perceptions, and motivating feelings which underlie the values and influence the behavior of peoples in specific cultures. Framework: life as a series of intercultural workshops. Evaluative use of findings, projecting further uses of learning based on real-life experiences.

Individual discovery: old and new resources. Contributory "learn-shops" leading to specific individual and group goals. Director will serve as resource and guide rather than as instructor.

PROGRAM: Research into types and styles of intercultural communications and workshops, current and projected. Individually set parameters for facilitating intercultural workshops. Directed involvement with cultures, verifying thematic considerations: interpersonal and intercultural. Learning to avoid stereotyping while drawing upon significant intercultural elements as they are "discovered and tooled for use."

Active participation in actual intercultural workshops and learn-shops facilitated by self and colleagues, working with a variety of participants. Goal setting and flexibile guideline development for future facilitation of life-situational intercultural communication.

EVALUATION: Integral to the intercultural workshops, on the basis of cultural self/other awareness and facilitations. Dimensions: improved role as facilitator and evaluator of intercultural communications processes. Tools: comparison exams, personal interviews with guidesheet use, consultation with course director and others.

RESOURCES: Language Research Center INTROCULTURAL PACKETS: English, Latin-American, Asian, Pacific, European, other. (Consideration of themes, including cultural strengths, taboos, and change trends)

Hoopes, et al. READINGS IN INTERCULTURAL COMMUNICATION, Vols. I-III. Regional Council for Intnl.Ed.

Clarke, Clifford, REPORT OF TASK FORCE ON INTER-CULTURAL WORKSHOPS, 1973. NAFSA.

N.Y. State Ed. Dept., BASIC IDEAS AND SUGGESTIONS FOR WORKSHOPS AND OTHER TRAINING PROGRAMS, April, 1973.

Center for Research and Education (Denver), IMPROVING CROSS-CULTURAL TRAINING, MEASUREMENT, EVALUATION, 1973.

Background Reading: Hall, Edward T., SILENT LANGUAGE, HIDDEN DIMENSION
Mehrabian, Albert, HIDDEN MESSAGES
Prosser, Michael H. INTERCOMMUNICATION AMONG NATIONS AND PEOPLES
Samovar, Larry A. and Richard E. Porter, INTERCULTURAL COMMUNICATION: A READER
Smith, Arthur, TRANSRACIAL COMMUNICATION

(Additional readings and culture-specific materials available from LRC Bibliographies -- to be demonstrated and made available by request.)

PEOPLE: Campus contacts (including over 6,000 returned missionaries, 2,000+ international students, professors with extensive intercultural experience), intercultural areas in surrounding communities, and contacts available through Language Research Files. PEOPLE WILL BE THE MAJOR RESOURCE FOR THIS STUDY!

SPECIFICS: The order, weighting, emphasis, and manner of research and discussion will vary according to the needs, proposals, and minimal course requirements determined by the director in consultation with participants. Resources will be used as such, with the major learning coming from participant involvement and experiences. STUDY/USE topics below are suggested as indications of areas of utilization rather than as set syllabii of direct approach.

1. CULTURSHOCK: adaptive processes for facilitating real life experience -- self/other awareness
2. Themes and other Tools for Intercultural Communication: processes and methods
3. Models for Intercultural Workshops: dynamics for recognition and developmental change (4-6 sessions and mini-ICWs)
4. Themes: specific cultures and contrasts (Levels: Affective, Introcultural, Mini-cultural)
5. Tools for use in interpretation -- facilitator skills
6. Development of eclectic Intercultural Workshops -- models utilizing themes: cultural similarities and differences
7. INTERCULTURAL WORKSHOPS: development, experience, and evaluation
8. Commencement: goal setting for further in-life situations

Contact: V. Lynn Tyler
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Provo, Utah 84602

SYLLABUS
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1973

INTER CULTURAL COMMUNICATION

THROUGH A TRANSLATORS LEARN SHOP

Director: V. Lynn Tyler Time Frame: 32 group hours & shops
60-80 hours personal study

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DESIGN: Experiential perspectives with materials and the people who create and use them. Insights through practical application of significant principles of the various phases and types of translation. Consideration of the tools a translator must use and those upon which selective criteria can be used. Resources for the unique use of talents in interpretating authors' intents, styles, problems, and audiences. Silent language uses.

Individual research and discovery of old and new methods and resources. Dynamic experience with actual in-process creations. Survey of markets and others' materials acceptance. Patterns for development. The director will act as resource and guide rather than instructor.

PROGRAM: Consideration of unique dimensions of selected fields of translation. Intercultural communication models essential to creative acceptance. Skills assessment, artistic analyses, and stylistic dimensions of interpretation of messages and modes of transferal. Careful determination of lexical and syntactical concerns of levels of precision in translation as intercultural communication. Group use and evaluation of resources for translators. Development of personal "problem file" and guidelines. Seminars.

EVALUATION: Practical comparison examinations leading to application of principles and use of guidelines. This will be more personal than group determined. Creative output credited, especially as improvement is shown. Field evaluation will be most significant. Resource file will be other criterion for learning scope.

RESOURCES: Comparisons of translations: classic, contemporary, projective (yet to be used)

Texts: P.E.N. THE ART OF TRANSLATION
Nida, Eugene A., TOWARD A SCIENCE OF TRANSLATION, THE THEORY AND PRACTICE OF TRANSLATION, and TRANSLATION ACROSS CULTURES
Wonderly, William L. BIBLE TRANSLATIONS FOR POPULAR USE
Beekman, John, comp. NOTES ON TRANSLATION, SIL/WBT.
Rabin, Chaim, "Cultural Aspects of Bible Translations" in BABEL, XVIII:3/1972.
AECT, THE MESSAGE IS YOU and ATA CHRONICLE (American Translators Assoc.)

PERSONS: Seminars with successful translators.

SPECIFICS: STUDY/USE topics for individual study and group discussion. These are to be adapted to the specific needs of group members. Texts will be used as resources rather than as required readings. Seminars with professional translators will depend on needs expressed by group members. Individuals will develop their own files of useful resource materials and guidelines. Individuals will share findings from field sampling and evaluation of their own creations. Minimal requirements for the course will be determined in consultation rather than by direction.

1. Unique dimensions of translation: literary acceptance and affect
2. Objectives, Types, and Needs of Translations -- examples as patterns upon which guidelines can be built
3. Capabilities of the Translator: from beginner to professional
4. Content: levels of precision; thematic concerns
5. Achieving equivalence of meaning -- conveying the author interculturally and the message communicatively
6. Skill, Artistic Style and Sensitivity: literary devices for making the literal or common become unique
7. Lexical problems: vocabulary, words, diction
8. Syntax: making the cognitive affective
9. Intercultural Communications: tools and models for keeping the translation in focus
10. Silent and other languages -- adapting the unseen to the seen, the assumption to the exposition
11. Reviewing and Evaluating -- How to Read an Editor and Love His Work
12. Aids and References -- Getting to be a working resource

-- Learn-shops will draw upon these principles as they are considered and in summary and commencement. Seminars will be facilitated to meet challenges current and future translators must face. Other topics will be considered to aid in discovery of new findings and individual application.

See also INTERCULTURAL WRITING, another course in Intercultural Communications

Contact: V. Lynn Tyler
270 FB BYU
Provo, Utah 84602
(801-374-2794, x. 2651/2652)

SYLLABUS
BYU
LRC

PROPOSED
1973

{} Group
Individual

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INTER CULTURAL WRITING

Director: V. Lynn Tyler

Time Frame: 32 group hours
60-80 hours, personal study
and learn-shops

DESIGN: Keys to the discovery and use of intercultural frames of literary reference: textual styles and symbolics; media and instruments of development. Acceptance: writing to meet the needs and desires of peoples in other cultures. Scope of intercultural communication: informative (cognitive), motivational (affective). Resources for the development and use of talents: transcultural analysis and synthesis.

Individual research and discovery: old and new resources. Dynamic experiences: creative intercultural writing -- with field and collegue evaluation and verification of achievement. Director as a guide and team member.

PROGRAM: Analysis of others' creative efforts in personally selected fields. Coordination with group projects for common goal achievement. Projecting cultural acceptance: pre/post assessments. Depth survey of markets and materials. Learn-shops involving critical analyses coupled with field evaluation. Development of personal file and portfolio.

EVALUATION: Personal goals set, with periodic achievement-check by individual, director (and group). Practical comparexams leading to application of principles. Creative output also credited. In-field use measurements determined.

RESOURCES: On Library Reserve, or personal copies. [All to be previewed by the individual and/or group, led by director.]

Texts:
- Beals, Culture in Process
- Bem, Beliefs, Attitudes, and Human Affairs
- Birdwhistle, Kinesics and Context
- Brown, Understanding Other Cultures
- Berlo, Process of Communication
- Hoopes, Readings in Intercultural Communication (I-III)
- Journal: Futures Conditional
- Kryston & Meares, Know What I Mean?
- Lee, Customs and Crises in Communication
- P.E.N., The Art of Translation
- Language Research Center, Transcultural Guide -- Cultural Specific Packets
- Kakonis & Wilcox, Now and Tomorrow: Rhetoric of Culture
- Lerner & Shramm, Communication and Change in Developing Countries
- McLuhan & Fiore, The Medium is the Message
- Nierenberg, How to Read A Person Like a Book, and Meta-Talk
- Packer, The Hidden Persuaders
- Prosser, Intercommunication Among Nations, People
- Samovar & Porter, Intercultural Communication, A Reader
- Smith, Communication and Culture
- Smith, Transracial Communication

Other: Language/culture specific media: films, periodicals, radio-tv, brochures, handbooks and manuals, etc. Practitioners: persons involved directly in preparation and editing of media and materials.

SPECIFICS: STUDY/USE TOPICS for individual and group(s). The order, weighting, emphasis, and manner of discussion and research will vary according to needs, proposals, and minimal requirements as determined by the director and participants together. In that no single text is available for directional reading, to meet individual needs, the above texts and other resources plus any others desirable may be used to discover new elements of learning.

1. Transculturalization: intercultural communications dimensions -- a field survey
   - A. Texts and styles
   - B. Symbolics: Cultural Prisms
   - C. Media: interpersonal and mass
   - D. Audiences and levels
2. Varieties of artistic sensitivity: methods and means of informing with feeling
3. Types and functions of languages and paralanguages: English to English to 3,000 tongues
4. You as a creative intercultural writer: qualifications, development, recompense
5. Codifying the uncoded: cultural pre-assessment: geo-, socio-, esthe-, psych-, supra-, sub-.
6. Getting the Them-There-Then into the Me-Here-Now -- "Best sellers" and societal changes
7. Verbalizing the Non-Verbal
8. Developing a developing guidesheet:
   - A. Levels of precision, clarity beyond the opaque
   - B. Independent expression with borrower's prerogatives
   - C. Reculturalizing your initiative and thinking and abilities
   - D. Special cases: checklisting the essential -- pre/post experience analyses
   - E. Evaluative tools: editing the editors
9. Portfolio: gathering and using validated patterns -- stocking up for later uses
10. Learn-shops: envisioning your creations through others' eyes and with others' feelings: Group, interpersonal, field

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x.2651/2)

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Donald E. Williams
Department of Speech
University of Florida
Gainesville, Florida 32611

PATTERNS OF INTERCULTURAL COMMUNICATION. 4 credits. (11-week Quarter)

The purpose of this course is to explore practices, trends, and difficulties of people primarily identified with one culture attempting to communicate with people primarily identified with another culture. Through this study, problems in intercultural communication situations can be identified, elements of these problems can be clarified, and guidelines projected for the mitigation of these problems. (While cognitive learning experiences will dominate the seminar, these will be supplemented by affective and implementive experiences as we provide varied learning situations.)

Recommended textbook: L. S. Harms, Intercultural Communication (Harper and Row, New York), 1973.

Units of Study

I. Language Theories/Culture Theories (one week)
II. Processing Communication: Distinguishing Models (one week)
III. Roles of Language in Intercultural Communication (two weeks)
IV. The Non-Verbal Dimension of Intercultural Communication (one week)
V. Factors of Attitude and Perception in Different Cultures (two weeks)
VI. Analysis of Communication Malfunctioning (two weeks)
VII. Integrating Intercultural Communication Behavior (one week)

(The eleventh week will be devoted to oral presentations and/or written examinations.)

Readings will be assigned in studies represented in the following books: Michael H. Prosser, ed., Intercommunication Among Nations and Peoples (New York, Harper and and Row, 1973); Larry A. Samovar and Richard E. Porter, eds., Intercultural Communication: A Reader (Belmont, California, Wadsworth Publishing Company, 1972); Walter Ong, The Presence of the Word; Benjamin Whorf, Language, Thought, and Reality; Dell Hymes, Language in Culture and Society; Anwar Dil, Language, Culture, and Society; Arthur Smith, Transracial Communication; Frederick Williams, Language and Poverty; M. H. Segall, et. al., The Influence of Culture on Visual Perception; Edward Hall, Silent Language, and The Hidden Dimension.

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Speech 947 &
Anthropology 814 COMMUNICATION IN MODERNIZATION AND DEVELOPMENT

Dr. N. Asuncion-Lande, Instructor

Course Description

An examination of the role of communication in the introducation of change within cultures and the diffusion of innovation between cultures.

Specific Objectives

To examine the role of communication in innovation and national development.

To devise specific communication strategies for the diffusion and adoption of innovations.

Class Activities

1. The lecture-discussion method of instruction will be employed throughout the course. Discussions will be based upon assigned readings.

2. There will be a mid-term examination and possibly a final one. The examinations will be based upon readings and lectures.

3. A strategy paper for a specific innovation should be prepared. It should present in detail the specific communication activities to be utilized in the introduction and implementation of the new idea or practice. The writer should provide an introductory background concerning the nature of the "target" or "client" system, i.e., the social system and its cultural norms. This assignment should be submitted not later than the fourteenth session. The paper will be presented in class for discussion by the members.

4. The final grade will be derived from a composite of work done in class such as examinations, the strategy paper and participation in the discussions.

Course Requirements

An introductory course in either Anthropology, Speech or Sociology.

Note: The Readings will be supplemented by lectures and audio-visual aids.

References: Rogers, E. and Svenning, L. MODERNIZATION AMONG PEASANTS: THE IMPACT OF COMMUNICATION (Text)
Rogers, Everett, F. Shoemaker, COMMUNICATION OF INNOVATIONS
Bennis, W., Benne, K., Chin, R. (eds) THE PLANNING OF CHANGE.
Lerner, D., Schramm, W. (eds) COMMUNICATION AND CHANGE IN THE DEVELOPING COUNTRIES.
Niehoff, A. A CASEBOOK OF SOCIAL CHANGE.

I. Development of Planned Change
First and second weeks
A. Some current notions about social and technical change.
B. Some concepts on the nature of change.
C. General mechanisms of planned change.
D. Role of communication in change
1. "Communication and Change," Lerner & Schramm, pp. 5-33.

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2. "General Strategies for Effecting Changes in Human Systems," Bennis et al, pp. 32-59.
3. "The Mechanisms of Change," Bennis et al, pp. 98-107.
4. "The Role of Information in National Development," Schramm, W. UNESCO, 1964 (entire monograph)
5. "Social Change, Development and Modernization," Rogers and Svenning, pp. 1-18.

II. Elements of Change
Third, fourth and fifth weeks
A. Nature and process of the innovation.
B. Variables in the process of change.
C. 1. "Introduction," Rogers and Shoemaker, pp. 1-42.
2. "The Process of Innovation," A. Niehoff, A CASEBOOK OF SOCIAL CHANGE, pp. 10-41.
3. "The Subculture of Peasantry," Rogers and Svenning, pp. 19-41.
4. "Literacy," Rogers and Svenning, pp. 68-95.
5. "Cosmopoliteness," Rogers and Svenning, pp. 146-68.
6. "Empathy: Lubricant of Modernization," Rogers and Svenning, pp. 195-218.
D. Discussion of [redacted] strategy paper.

III. Elements of Diffusion
Sixth, seventh and eighth weeks
A. The flow of communication and influence in social system.
B. Multi-stage flow of communication.
C. Opinion leaders and decision-making patterns.
D. Outline of strategy paper.
1. "Communication, Institution Building and the Reach of Authority," Lerner & Schramm, pp. 35-36.
2. Rogers and Svenning, "Opinion Leadership and the Flow of Communication," pp. 219-241.
3. Rogers and Svenning, "Communication Channels," pp. 251-268.
4. "The Processes of Opinion Change," Bennis et al, pp. 222-229.
5. "Interpersonal and Mass Media Communication Channels," Rogers and Svenning, pp. 124-45.

(Note: Ninth week - Mid term test)

IV. Dynamics of Change
Tenth and eleventh weeks
A. Stages of Adoption.
B. Styles of communication during adoption.
C. The adoption period.
1. "The Innovation-Decision Process," Rogers and Shoemaker, pp. 117-135.
2. "Perceived Attributes of Innovation and Their Rate of Adoption," Rogers and Shoemaker, pp. 136-173.
3. "Adapter Categories, "Rogers, & Shoemaker pp. 176-197.
4. "The Social Itinerary of Technical Change: Two Studies on the Diffusion of Innovation," Bennis et al, pp. 230-254.
5. "The Web of Modernization," Rogers and Svenning, pp. 316-41.

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V. Resistance to change, psychological correlates of modernization
Twelfth and thirteenth weeks
A. The communicator as a factor in resistance to change.
B. The target audience and his responses to change.
C. Verbal and non-verbal expressions of resistance to change.
1. "Collective Innovations Decisions," Rogers and Shoemaker, pp. 488-526.
2. "Fatalism," Rogers and Svenning, pp. 273-89.
3. "Achievement Motivation," Rogers and Svenning, pp. 242-272.
4. "Innovators as Deviants" Rogers and Shoemaker, pp. 193-206.

VI. Role of the change agent
Fourteenth week
A. The change agent as a communicator.
B. Relating the change agent to the client system.
1. "The Role of the Change Agent and the Consequences of Innovation," Rogers and Shoemaker, pp. 228-248.
2. "Manipulation of Human Behavior," Bennis et al, pp. 582-593.
3. "Change Agents, Clients and Change," Rogers and Svenning, pp. 169-94.

VII. Theory of Diffusion and Innovation
Fifteenth week
1. "Predicting Innovativeness," Rogers, pp. 285-292.
2. "Toward a Theory of the Diffusion and Adoption of Innovations," Rogers and Shoemaker, pp. 300-308.
3. "Computer Simulation of Innovation Diffusion in a Peasant Village," Rogers and Svenning, pp. 343-358.

VIII. Final test - Sixteenth week

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CA 524 Fall, 1973

General Information
Communication in Developing Nations

Outline: Weeks

The course will be divided into five units, as follows:

I. The reality of underdevelopment (an introductory overview, including the status of media in developing nations) 1,2

II. Social, cultural and economic factors affecting communication and development 3,4

III. What are the development problems? (Students will report on individual nations or areas, singly or in groups) 5-7

IV. Role of communication in the development process 8-10

V. How are (or may be) communications used in development in the various nations discussed in Unit III above? (Student reports and discussion) 11-13

Student Research:

By the second week, each student should select a topic on which he wishes to specialize for this course. There are two general choices:

1) He may select a developing nation, region, or ethnic group (e.g., Pakistan, Appalachia, or Eskimos)

...or...

2) He may select a major subject area involving communications in developing nations (e.g., family planning, educational television, radiophonic schools).

During Unit III, students will present an oral summary of their research to that point including the general background, the development problems, etc. (See suggested questions on page 4 of this handout.) They should be prepared to lead a discussion on issues (controversial and otherwise) that arise. In addition, they should turn in a written version of this report (due on October 3).

During Unit V, students will again report on their selected topics. This time they will discuss how communications are being (or may be) used in the development process. This report and discussion should reflect substantial research, and should also synthesize whatever elements from the assigned reading, lectures, and class discussions are relevant.

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Each student will also prepare a written version of his research and findings, including the appropriate synthesis. This paper will provide a major part of the basis for the final grade, so should reflect careful and thoughtful scholarship. It should follow the customary form for a research paper with footnotes, bibliography, etc. If necessary, students should refer to a guide for the preparation of student papers. It will be due in class on December 5, which will be held at the Crawford residence, 1820 Slaterville Road, from 2:30 to 6:00. At that time we will discuss the semester's work, each other's papers, and anything else that seems appropriate. Dinner will be served.

Examinations:

There will be no examinations. Each student will turn in a paper at the end of Units I, II, and IV, synthesizing the unit (including class discussions, assigned readings, any other material he may have found, and the product of his own thinking). These papers will be due on September 19, October 3, and November 14.

Student participation will be graded, especially in relation to presentations and general discussions in Units II and V.

Grading:

The course grade will be determined roughly as follows:

3 synthesis papers (@10%)	30%
First class presentation, plus paper	20
Final class presentation	10
Final paper (summarizing and synthesizing individual research with other information)	30
General participation	10
	100%

Reading:

Assigned reading will be from:

Lerner, Daniel and Wilbur Shramm, Communication and Change in the Developing Countries.

Pye, Lucian W. (ed.), Communications and Political Development.

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Rao, Y.V.L., Communication and Development.*

Rogers, Everett M. and Lynne Svenning, Modernization Among Peasants: The Impact of Communication.

Schramm, Wilbur, Mass Media and National Development.

These books will be on reserve in Mann Library, but students may wish to buy one or more of them, both for future reference and to be sure of avoiding pressure on the library copies. (* - available in CA library at 640 Stewart)

Assigned readings are:

.....by September 12 (end of Unit I):

Rao	(entire book)
Schramm	(introduction and chapter 1)
Pye	(introduction)
Rogers	(chapters 1-3)

.....by September 26 (end of Unit II):

Schramm	(chapters 3-5)
Pye	(chapters 1,6,8,10 and 12)
Lerner and Schramm	(chapters 5-7 and 16)
Rogers	(chapters 4-7)

.....by November 7 (end of Unit IV):

Schramm	(chapters 2 and 6-8)
Lerner and Schramm	(chapters 9-15 and 17,18)
Pye	(chapters 4 and 13-18)
Rogers	(chapters 8-14)

Supplementary Reading:

For the individual research, students may wish to refer to books on the attached list as well as to use their own initiative to locate other sources. Students should feel free to consult with the instructor at any time.

Miscellaneous:

All papers must be typed, and in reasonably neat form. Late work is heavily penalized and may not be accepted after the grading of other papers is completed. Final papers will not be returned, so keep your own copies.

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- 4 -

Class Reports

Your class reports should touch on the following areas, as well as any others that seem appropriate:

In your selected nation or region:

1. What is the basic demographic picture? (Population, education, GNP, basis for economy, etc.)

2. What means of communication are available to the people (mass media, roads, telephone, and anything else of significance?)

3. What is the status (level of development) of each of these? Give us a feeling for the situation.

4. What are the major problems the nation or region faces in its development effort.

.....and, for the second report:

5. How are communications being used in the development effort (or how do you recommend that they be used)?

If you select a subject area:

1. What are the characteristics of developing nations that relate to this subject? What variation occurs? Give specific examples. (Education, GNP, type of economy, etc.)

2. What means of communication are typically available for use?

3. What is the status of each (in general)? Give us a feeling for the problems of (e.g.) ETV in developing nations.

4. In presenting this subject area in developing nations, what special problems are encountered?

.....and, for the second report:

5. How are communications being used in presentation of this subject area in various nations (or how would you recommend that they be used)?

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CA 524 Fall, 1973

Suggested Reading List
Communication in Developing Nations

NOTE: Call numbers are in Mann **Library**,unless indicated otherwise.

Ainslie, Rosalynde, The Press in Africa	
Alisjahbana, Sutan Takdir, Indonesia: Social and Cultural Revolution (2nd ed.) (Kuala Lumpur: Oxford University Press, 1966)	DS 615 A 41 1966
Dizard, Wilson, Television: A World View (Syracuse, N.Y.: Syracuse Univ. Press, 1966)	PN 1992.5 D 62
Doob, Leonard W., Communication in Africa (New Haven: Yale University Press, 1961)	P 92 A 35, D 69
Geertz, Clifford J., Peddlers and Princes. Social Change and Economic Modernization in Two Indonesian Towns (Chicago: University of Chicago Press, 1963)	HC 448 M 58, G 29
Hachten, William A., Muffled Drums: The News Media in Africa (Ames: Iowa State Univ. Press, 1971)	Olin P9 2,A 4,H12
Hohenberg, John, Between Two Worlds (New York: F.A. Praeger, 1967)	DS 33.4 U 6,H 71
Kahin, George McTurnan (ed.),Governments and Politics of Southeast Asia (2nd ed.) (Ithaca: Cornell University Press, 1964)	JQ 96 K 12 1964
Kaser, David, Book Pirating in Taiwan (Philadelphia; University of Pennsylvania Press,1969)	Wason Z 464,F6,K19
Lerner, Daniel, The Passing of Traditional Society: Modernizing the Middle East (Glencoe, Ill.: The Free Press, 1958)	HN 660.8 L 61
Lent, John (ed.), The Asian Newspapers' Reluctant Revolution (Ames: Iowa State Univ. Press, 1971)	PN 5360 A 84
Liu, Alan P.L., Communication and National Integration in Communist China (Berkeley: Univ. of California Press, 1971)	Wason DS 777 .57,L778
Merrill, John, Carter R. Bryan, and Marvin Alisky, The Foreign Press (Baton Rouge Louisiana State University Press, 1964)	PN 4736 M 57

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Rogers, Everett M., and Lynne Svenning, Modernization Among Peasants: The Impact of Communication (New York: Holt, Rinehart & Winston, 1969) HN 303.5 R 72

Roy, Prodipto, The Impact of Communication on Rural Development: An Investigation in Costa Rica and India (Paris: UNESCO, 1969) P 92 C 8 R 88

Siebert, Fred, Theodore Peterson and Wilbur Schramm, Four Theories of the Press (Urbana: University of Illinois Press, 1956) PN 4731 S 57

Sommerlad, E. Lloyd, The Press in Developing Countries (Sydney: Sydney Univ. Press, 1966) PN 4815 S 69

UNESCO, Series of "Reports and Papers on Mass Communications"

No. 33 Mass Media in Developing Countries, 1961

No. 37 Developing Information Media in Africa: Radio, Film, Television, 1962

UNESCO, New Educational Media in Action, 1967

UNESCO, World Communications: Press, Radio, Television, Film (rth rev. ed.) (New York: UNESCO Publications Center, 1964) Olin P 80 U 58

RHC:kwa

Michigan State University

Department of Communication

Syllabus for

Communication 828, Cross-Cultural Communication and National Development

Spring Term, 1972

Instructor: William A. Herzog
Office: 542 South Kedzie Hall
Phone: 353-0857

Assistant instructor: Thomas L. Nash
Office: 216 South Kedzie Hall
Phone: 353-4678

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Communication 828

Cross-Cultural Communication and National Development

Course Objectives

The main purpose of this course is to assess the role of communication in development. We will look at communication from two viewpoints. The first viewpoint assumes that national development requires some kind of technical assistance, that is, that transfers of expertise are a part of the developmental process. To that extent, the communication behavior of the expert technician becomes a developmental variable. What kinds of cross-cultural differences are related to his communication effectiveness? We will take a look at some of the variables related to effectiveness in a cross-cultural situation. From the second viewpoint, the transfer of technology is a communication process. Therefore, we may ask, how does the communication process, both through mass media and interpersonal channels, contribute to development? What communication strategies have been found to be effective? Related to both of these viewpoints is the central fact that development implies change - both to the nation and to the member citizens of the nation. We will also look at the changes of life style - the individual modernization - which are the concomitants of development and the effects of communication.

Students completing this course should be: (1) more aware of factors involved in the cross-cultural communication process; (2) more knowledgeable about the main concepts in communication and development, and their interrelationships, and (3) able to evaluate the use of media in the development of a country, and to recommend changes in existing systems to help achieve various development goals.

Texts

The main texts will be:

Berlo, David K. (ed.), Mass Communication and the Development of Nations, East Lansing, Michigan State University, International Communication Institute, August, 1968. (Five copies will be held on reserve in The Diffusion Documents Center, 526 South Kedzie. You may borrow them and read them on the 5th floor).

Hall, Edward T., The Silent Language, New York: Doubleday and Company, 1959.

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Rogers, Everett M., Modernization Among Peasants: The Impact of Communication, New York: Holt, Rinehart and Winston, 1969.

Schramm, Wilbur, Mass Communication in National Development, Palo Alto, Stanford University Press, 1964.

Assignments

The required readings are listed below. These readings contain the basic content of the course and should be read prior to the class session for which they are designated. Class periods will be devoted to discussions of the readings and you will be expected to participate.

A two-part paper will be required for the course. In the paper you will specify a development-related problem in a developing country (other than your native country). You will describe the communication systems - mass media and interpersonal - and make recommendations for a communication strategy which would help solve the problem you have specified.

Your paper, then, might be developed somewhat as follows:

Part I. Statement of the problem. It may be reducing illiteracy rates, introducing a population program, improving nutrition, increasing agricultural production, making low-cost housing available, etc. What specific sector are you trying to develop? Relation of that area to the over-all development of the country. Statement of current level of that variable and related characteristics of the problem.

Description of media systems. Mass Media: availability, distribution, ownership and control, extent to which they are currently used to assist development. Interpersonal: Structure of social systems. What do we know about influence patterns and opinion leaders among target population?

Part II. Your strategy for using communication to help solve the problem you have specified. What communication channels and messages are to be used for which audiences? What training is necessary? What administrative steps will need to be taken? What agencies (if any) created?

Assignment due dates and weightings toward evaluation

Outline of Paper	April 24	(no grade)
Part I of Paper	May 17	30% grade
Mid-term	May 22	40% grade
Part II of Paper	June 5	30% grade

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Date	Topic and readings
March 29	Course introduction; explanation of assignments; background of students and instructors
April 3, 5, 10	Cross-cultural communication; non-verbal communication; effectiveness of change agents in unfamiliar cultures Hall, ch. 2-5 Klineberg, Otto, The Human Dimension in International Relations, ch. 4, 11, 12, 13
April 12, 17	Development concepts and theories; the nature of underdevelopment; some viewpoints on development Rogers, ch. 1, 2, 3 Rostow, The Stages of Economic Growth, ch. 1-6 Fals Borda hand-out
April 19, 24	Characteristics of the target audiences; the human element in development (OUTLINE OF PAPER DUE) Rogers, ch. 4, 7, 9, 11, 13
April 26, May 1, 3	Communication and development; world systems of communication; mass media and interpersonal systems Schramm, ch. 2, 3, 4 McNelly, John (in Berlo) "Perspectives on the Role of Mass Communication in the Development Process" Rogers, ch. 5, 6. 8, 10 Deutschmann, Paul (in Berlo) "The Mass Media in an Underdeveloped Village"
May 8, 10 15, 17	Planning communication strategies in development communication within projects; literacy programs; radio forums; discussion groups; Project Support Communication (PART I OF PAPER DUE MAY 17) Schramm, ch. 5, 6, 7 Boyd hand-out

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Beltran hand-out

Hiniker, Paul (in Berlo) "The Mass Media and Study Groups in Communist China"

May 22 MID-TERM EXAMINATION

May 24 Discussion of mid-term and related topics

May 29 Analysis of aggregate data on mass media and correlates

Farace, R. Vincent in Berlo "Mass Communication and National Development: Some Insights from Aggregate Analysis"

May 31 Simulation of mass media and interpersonal communication in developing countries

Rogers, ch. 15

June 5 Wrap-up of course
PART II OF PAPER DUE

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Nemi C. Jain
Department of Communication
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

Fall, 1973
Class: W 7:30-10:10 p.m.
Merrill 223

COMMUNICATION 610: COMMUNICATION AND DEVELOPING NATIONS (3 credits)
(Open to Juniors, Seniors and Graduate Students)

Course Purpose: The purpose of this course is to examine the role of interpersonal and mass communication in the socio-economic development of developing nations and less developed regions within the United States. Although the course is somewhat theory-oriented rather than being performance-oriented, the practical application of concepts, principles, and research about developmental communication is an important part of this course. We will analyze the actual developmental problems that are being encountered in developing nations and within the United States and will study the role of communication in dealing with these problems. Also, we will examine the current communication resources, programs and policies in developing nations with a view to explore ways of improving the use of communication for national development.

Approach: The main learning experiences and activities planned for this course include class lecture-cum-discussion sessions, readings, analysis of actual or hypothetical cases concerning the role of communication in development, and term projects in students' particular areas of interest within the broad area of developmental communication. Students are encouraged to create and participate in other kinds of learning experiences that would facilitate meaningful learning of developmental communication.

Texts: 1. Daniel Lerner and Wilbur Schramm. Communication and Change in the Developing Countries. The University Press of Hawaii, paperback edition, 1972.

2. Wilbur Schramm. Mass Media and National Development. Stanford University Press, paperback edition, 1964.

In addition to the text, there will be some outside readings which are indicated in the following schedule of topics, readings and assignments and are placed on 2-hour reserve in the UWM Library.

Evaluation and Grading: Your grade will depend on your performance in the following evaluative-cum-learning items:

1.	Final examination.....	80 points or 40% of the grade
2.	Term project (written + oral).....	50 points or 25% of the grade
3.	Short assignments.....	50 points or 25% of the grade
4.	Class contribution.....	20 points or 10% of the grade
	Total	200 points or 100% of the grade

The nature of exams, short assignments and term projects will be discussed in class. Class contribution includes class attendance, class participation, feedback about the course to the instructor and any other academic service performed for the course.

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Schedule of Topics, Readings and Assignments:

Date(s)	Topics and Activity	Readings and Assignments
Weeks 1-4	Course introduction; Group formation; Characteristics and problems of developing nations; Interrelationships between elements of national development; Definitions and models of development process; reports from some class members on some articles on these topics.	Black, C.E. The Dynamics of Modernization: A Study in Comparative History. (New York: Harper & Row, 1966) pp. 1-34; 35-94; rest of the book (optional). Schramm, W. (1964) pp. 1-19; 20-57. Rogers, Everett M. with L. Svenning, Modernization Among Peasants: The Impact of Communication (Holt, Rinehart and Winston, 1969) pp. 19-41; 42-67. Lerner and Schramm (1972) pp. 98-102; 76-91. See Bibliography #2 for more readings on these topics (optional).
Weeks 5-7	Role of communication in the process of development--different models, viewpoints and theories; Discussion of assignment #1 reports; discussion of some article/book reports on these topics; discussion of term project ideas.	Fischer, Heinz-Dietrich and John C. Merrill, International Communication (New York: Hastings House Publishers, 1970) pp. 158-165. Rao, Y.V.L., Communication and Development (Univ. of Minnesota Press, 1966) pp. 97-114; rest of the book (optional). Schramm (1964) pp. 114-144. Lerner and Schramm (1972) pp. 3-32; 92-97; 129-167. Assignment #1: Written critique of Jain, Nemi C. and Marcia Shaw Meyer, "A Conceptual Framework for the Study of Communication and Development" paper presented at ICA convention, Montreal, Canada, April 25-28, 1973 (10 points)
Weeks 8-10	Diffusion and adoption of innovations in the process of development; Knowledge dissemination and utilization process; role of mass media and interpersonal channels, etc.; Discussion of assignment #2 reports; some article/book reports, etc.	Lerner and Schramm (1972) pp. 235-278; 279-302. Rogers, Everett M. and F.F. Shoemaker, Communication of Innovations: A Cross-Cultural Approach, 2nd ed. (New York: The Free Press, 1971) pp. 1-42; 200-224; 226-248; 251-266; rest of the book (optional) See bibliography #3 for more readings (optional) Assignment #2: Case study analysis (10 points)
Weeks 11-13	Analysis of developmental communication resources, programs, policies--their strong and weak points; discussion of assignment #3; Discussion of some term projects (schedule to be announced later); some article/book reports.	Lerner and Schramm (1972) pp. 35-75; 168-194; 195-234. Schramm (1964) pp. 58-113; pp. 145-174; 203-271. Davison, W. Phillips, International Political Communication (New York: Frederick Praeger, 1965) pp. 77-154. Assignment #3: Developing a communication program (10 points). See bibliography #4 for additional readings (0).

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Date(s)	Topic and Activity	Readings and Assignments
Weeks 14-15	Foreign aid and international development; prospects for a modern-developed world; Role of U.N., communication satellites etc. in international development; Discussion of term projects; some article/book reports. Term Project Papers are due on 15th week class session.	Lerner and Schramm (1972) pp. 305-317; 103-125. Fischer and Merrill (1970) pp. 219-226; 258-266. Great Decisions 1972 (New York: Foreign Policy Association, Inc.) pp. 60-71. Assignment #4: Summary and critique of a book or two articles dealing with topics related to the course...consult the instructor before preparing summary and critique (20 points).
Week 16	Final examination; discussion of remaining term projects; course evaluation; where do we go from here?	

Speech 37: COMMUNICATION AND SOCIAL CHANGE (3 hrs.) 2nd Semester '74.

Mr. Merrill

Course Objectives: To expose student to some of the main principles of communication and its relationship to change; to explore the priorities given certain communication techniques in various developmental stages of development; to look at the mass and interpersonal systems of communication, the problems of impact and effects of communication, and to consider some of the pragmatic communication techniques for bringing about changes in the society--political, economic, cultural, moral, etc.

Areas Covered: Communication theory; political and economic theory; information diffusion; persuasion; propaganda; audiences and communication networks; public opinion; communicators and audiences; semantic problems; stereotypes and images; mass movements; effects of communication; press as a social institution; responsibility of communicators to society; concepts of press freedom; information control; ethics.

Texts: Eric Hoffer, The Ordeal of Change (paper).
Lucian Pye (ed.). Communications and Political Development (paper).
Alan Casty (ed.). Mass Media and Mass Man (2nd ed., paper).

Grading: Each student's semester grade will be based on:

(1) Paper: From 15-20 pages elaborating on an aspect of the course content--dealing with some problem, special strategy, or theoretical concept relative to communication and its impact on social change. Discussion of plans for the paper with the instructor is welcomed if the student thinks it necessary. Note: The paper must be turned in by mid-semester.

(2) Oral Report: Each student should be ready any time after mid-semester to present to the class an oral report based on the above paper. This report--using notes (no reading of the paper permitted)--will be given some time during the last half of the semester. Each student should be ready at any time to give his report. Naturally, not all students will be able to give oral reports, but all must be ready, beginning with the second half of the semester.

(3) Final Examination:

NOTE ON GRADES: Each of the above three assignments will count one-third of the final grade. For those students who do not give oral reports, the grade will be based on Numbers 1 and 3 only.

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READING ASSIGNMENTS IN TEXTS:

* The entire book, The Ordeal of Change, by Eric Hoffer must be read by all students by the end of the semester. Questions from it will be included on the final examination. Many of the principles discussed by Hoffer will be injected into lectures and may be used by students as catalysts for topics for their formal papers to be turned in by mid-semester.

* Readings from Pye, Communications and Political Development, and Casty, Mass Media and Mass Man, are listed below and should be read in the order of this presentation. Pye's CPD will be stressed during the first half of the semester and the readings from Casty will get emphasis during the second half of the semester.

Pye, Communications and Political Development:

1) Ch. 1 -- Models of Traditional, Transitional and Modern Communication Systems
2) Ch. 2 -- Communication Development and the Development Process.
3) Ch. 3 -- Communication and Political Articulation.
4) Ch. 6 -- Writer and Journalist in the Transitional Society
5) Chp 7 -- Communication and Civic Training in Transitional Societies.
6) Ch. 9 -- Communications and Motivation for Modernization
7) Ch. 13 - Communications Policies in Developmental Programs.
8) Ch. 14 - The Mass Media and Politics in the Modernization Process.
9) Ch. 15 - Alternative Patterns of Development
10) Ch. 16 - Communication and Politics in Communist China.
11) Ch. 18 - Toward a Communication Theory of Modernization.

Casty, Mass Media and Mass Man:

12) The Impact of Mass Media (pp.4-12)
13) Impact of Media on Social Values (pp. 12-23)
14) Media Hot and Cold/ and McLuhan and Innis (pp. 75-82)
15) Nature of Radio and Television (pp. 89-93)
16) Mass Media and Public Opinion (pp. 184-190)
17) Social Responsibility (pp. 190-197)

The American University
School of International Service

33.657
FALL 1973

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Professor Mowlana

COMMUNICATION AND POLITICAL DEVELOPMENT

This seminar deals with the theories and models of communication and Political development and examines the patterns of political socialization in the modernization process. In part, the course is an experiment in intellectual stock-taking and in the application of new concepts to novel situations. We will explore the relationships between social communication and political development and will probe into the knowledge gained in the communication field for understanding the process of political modernization in the New States. We shall deal with cross-national macro-analysis of communication and development. The communication aspect of the course will focus on the ways mass and interpersonal communication can contribute to political development of nations.

Basic Texts

Dawson and Prewitt, Political Socialization.
Karl Deutsch, Nationalism and Social Communication.
Richard Fagen, Communication and Politics.
Daniel Lerner, The Passing of Traditional Society.
Lerner and Schramm, Communication and ~~Political~~ Change in the Developing Countries.
Lucian Pye, Communication and Political Development.
Hamid Mowlana, International Communication: A Selected Bibliography.

Recommended and Discussion Texts

We will deal with major concepts and theories of political development and modernization, with most of our concern on showing some of the relationships of communication to these two general topics. Then we will explore further the structure and process of communication in various stages of development. Part of the seminar will deal with research findings on many of the propositions and issues raised in the main texts. Since one goal of the seminar is to unify some of the theoretical notions with research findings and to build some tentative strategies for communication, part of the following suggested books and articles will be discussed in the seminar (see Mowlana's International Communication: A Selected Bibliography: especially section VII. "Communication Development and Developmental Processes."):

Books:

C.E. Black, The Dynamics of Modernization.
Y.V.L. Rao, Communication and Development.
Everett Rogers, Modernization Among Peasants: The Impact of Communication.
Almond and Powell, Comparative Politics.
Almond and Coleman, The Politics of the Develpping Areas.
Paul Deutschman and others, Communication and Social Change in Latin America.
Fred Frey, The Mass Media and Rural Development in Turkey.
Everett Hagen, On the Theory of Social Change.
Herbert Hyman and others, Inducing Social Change in Developing Countries.
David McClelland, The Achieving Society.
Lucien Pye, Aspects of Political Development.
Lucien Pye, Political Culture and Political Development.
Myron Weiner, Modernization: The Dynamics of Growth.
Karl Deutsch and Wm. Foltz, Nation Building.
Katz and Lazarsfeld, Personal Influence.
Berelson and Janowitz, Reader in Public Opinion and Communication.
Russett and others, World Handbook of Political and Social Indicators I.
Hudson & Taylor, World Handbook of Political and Social INdicators II
Richard Merritt, The Growth of American Community.
Almond and Verba, The Civic Culture.
Roger W. Benjamin and others, Patterns of Political Development.
Kenneth E. Boulding, A Primer on Social Dynamics: History as Dialectics and Development.
Gillespie and Nesvold, Macro-Quantitative Analysis: Conflict, Development and Democratization.
Schramm, Mass Media and National Development.
David Apter, Some Conceptual Approaches to the Study of Modernization.

Articles:

R. Vincent Farace, "A Study of Mass Communication and National Development," JQ 43:305-13 (1966).
_____, "Mass Communication, Political Participation and Other National Characteristics: A Factor Analytic Investigation," Read at the Association of Education in Journalism Convention, August, 1965.
Olsen, Marvin, "Multivariate Analysis of National Political Development," ASR 699-712 (1971).
McCrone and Cnudde, "Toward a Communication Theory of Democratic Political Development: A Causal Model," APSR LXI:72-80 (1967). (also in Gillespie and Nesvold, Macro-Quantitative Analysis.)

Walker Conner, "Nation-Building or Nation-Destroying?" WP XXIV (1972).
Andrew C. Janos, "Ethnicity, Communinism and Political Change in Eastern Europe," WP XXIII (APR 1971).
Michael B. Petrovich, Yugoslvia: Religion and the Tensiors of a Multi-National State," East Eurppean Quarterly VI (MAR 1972).
Fred Frey, "The Determination and Location of Elites: A Critical Analysis," Read at the Annual APSA Meeting, Los Angeles, 1970.
Richard Hofferbert and others, "Urbanization, Industrialization and Integration in Fvie Countries: A Comparison of Subnational Units," Read at the Annual APSA Meeting, Los Angeles, 1970.
Harold Isaacs, "Croup Identity and Political Change," Read at the Annual APSA Meeting, Chicago, 1971.
Bauer, Raymond A. "The Obstinate Audience: The Influence Prosess From the Point of View of Social Communication," American Psychology 19, #5. 319-328 (May, 1964).
Carlson, Gosta, "Time and Continuity on Mass Attitude Change: The Case of Voting," POQ 29, #1:1-16 (Spring, 1965).
Deutsch, Karl, " The Growth of Nations: Some Recurrent Patterns of Political and Social Integration," WP #2: 168-195 (Jan, 1953).
_____, "Social Mobilization and Political Development," APSR 55: 493-514 (1961).
Eisenstadt, S.N. "Communication Systems and Social Structure: An Exploratory Comparative Study," POQ XIX (Summer, 1955).
_____ "Conditions of Communication Receptivity," POQ 17, #3:363-374 (Fall, 1953).
Glock, Chas. "The Comparative Study of Communication and Opinion Formation," POQ 512-523 (Winter, 1952-53).
Jan, George, "Communication and Political Development: The Case of Communist China," Read at the Annual APSA Meeting, los Angeles, 1970.
Katz, Elihu, "The Two-Step Flow of Communication: An Up-To-Date Report on an Hypothesis," POQ 21, #1: 61-78 ((Spring, 1957).
McNelly, John T. "Mass Communication and the Climate for Modernization," Journal of Inter-American Studies, 345-357 (1968).
Stycos, J. Mayone, "Patterns of Communication in a Rural Creek Village," POQ 29, #1:(120-130 (Spring, 1965).
Winham, "Political Development and Lerner's Theory: Further Test of a Causal Model," APSR LXIV: 810-818 (1970).

Final Note: A major research paper, representing the student's interest in his or her field of specialization, will be required.

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Course 33.658 Communication in Social and Economic Development

G. Wood, Instructor
Office Hours: Monday 1:30-2:30 p.m. or Wednesday 3:00-9:00 p.m.
or by appointment, Room 222A, Ward Circle Building
Telephone: 966-3131

Course Description
Communication as instrument of social and economic development. Uses of communication for national integration, social change, and diffusion of innovation.

Written Assignments
Two brief papers based on secondary analysis of Dennis and Easton's data on socialization will be required.

Examinations
A midterm will be given on March 15, and a final examination on May 17. A research paper can be negotiated in lieu of examinations.

Required Texts
Erik Erikson, CHILDHOOD AND SOCIETY
David McClelland and David Winter, MOTIVATING ECONOMIC ACHIEVEMENT.
E.M. Rogers, MODERNIZATION AMONG PEASANTS
Paul Lazarsfeld, PERSONAL INFLUENCE
J. Dennis and D. Easton, CHILDREN AND THE POLITICAL SYSTEM
P. Slater, THE PURSUIT OF LONELINESS
E. Banfield, THE MORAL BASIS OF A BACKWARD SOCIETY

COURSE OUTLINE AND READING ASSIGNMENTS
(An asterisk is used to denote availability in closed reserve.)

1. (Jan. 15) Introduction
   *Everett Hagen, On the Theory of Social Change, pp. 55-85.
   *Gerth, From Max Weber, pp. 77-128.

I. Continuity

2. (Jan. 22) Stability and Stagnation or the moat in Banfield's eye
   E. Banfield, The Moral Basis of a Backward Society.
   *Roger Brown, Social Psychology, pp. 549-603.
   *E. Hagen, pp. 161-182.
3. (Jan. 29) Epistemology and all that -- in search of a starting point
   Erik Erikson, Childhood and Society, especially 109-186 and 247-324.
   F. Hsu, "Psychological Homeostasis and Jen," American Anthropologist, December 1971, p. 23.

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4. (Feb. 5) Conceptualizing how we get this way-Socialization
   *H. Hyman, Political Socialization.
   *F. Frey, "Political Science, Education and National Development," Mimeo
5. (Feb. 12) Socialization - Childhood
   Jack Dennis and Easton, Children and the Political System.
   *T. Parsons, "The School Class as a Social System," in A.H. Halsey and others, Education, Economy and Society- pp. 434-455.
   *R. Brown, Social Psychology, pp. 197-244.
   * R. Coles, The South Goes North, pp. 437-446.
6. (Feb. 19) Socialization - Youth
   *K. Keniston, The Young Radicals.
7. (Feb. 26) Socialization - Maturity
   *Hagen, pp. 86-160.
   *T. Newcomb, Persistence and Change.
8. (March 5) Midterm (one hour) and a lecture on grand theory
   *E. Hagen, pp. 10-52; 185-236.
   *O. Mannoni, Prospero and Caliban.

(March 12) Spring vacation

II. Change

9. (March 19) The people who count--a search for the influential
   P. Lazarsfeld, Personal Influence.
   H. Menzel, "Social Relations and Innovation in the Medical Profession," POQ, Vol. 19, pp. 337-353.
   *J. Marshall, "Variations in Intra-Village Communications." (Mimeo)
10. (March 26) Working out the flow-chart for programmed change
    E. Rogers, Modernization Among Peasants.
    P. Neurath, "Radio Forum as a Tool of Change in Indian Villages," EDCC 10:275-283.
    *J. Marshall, "Variations in Intra-Village Communications." (Mimeo)
11. (April 2) With a little bit of get up and go, you can ...
    D. McClelland, Motivating Economic Achievement.
12. (April 9) Outsiders and other intruders
    M. Marriott, "Technological Change in Overdeveloped Rural Areas," Economic Development and Cultural Change, Vol. I, p. 261.
    J. Gumpertz, "Language Problems in the Rural Development of N. India," Journal of Asian Studies, 1956-7, p. 251.
    *F. G. Bailey, Caster and the Economic Frontier.
13. (April 16) What are you doing to my sense?
    C. Geertaz, "Ritual and Social Change," American Anthropologist, Feb. 1957
    D. Goulet, "Development for What," Harvard Education Review.
14. (April 23) Bringing it back to the USA...
    *R. Lifton, History and Human Survival, pp. 311-373.
    P. Slater, The Pursuit of Loneliness.
15. (April 30) Final Exam

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SOC 452G: COMMUNICATION AND SOCIAL CHANGE

The Diffusion of Information and Innovations

Office: SS316
Phone: Ext. 219,220

Dr. Jagan Rao

Office hours: 8-10 a.m.
or afternoon by appoint.

I. Purpose

The primary purpose of the course is to provide an understanding of the social change process and the role of communication in the change process in particular. It might also assist you in building your own strategies and as a "change agent".

I. Texts

Everett Rogers and Floyd Shoemaker, Communication of Innovations: A Cross-Cultural Approach, Free Press, 1971.
Francis Allen, Socio-Cultural Dynamics, McMillan, 1970.

I. Grading

The course grade will be based upon two tests (20% each) which will be comprehensive to that date, and a final examination (30 to 40%), plus a term paper (10 to 20%), and participation in class discussion (10%).

Undergraduates are expected to write a short paper (about 5 pages) relating the concepts of the course to a novel on non-fiction work drawn from a list to be handed out. Graduate students are expected to submit a term paper (the "opportunity paper"), this should be less than 15 pages in length. It may deal (1) with an evaluation or critique of some diffusion research studies in an area of interest to you,
(2) with an analysis of an existing or proposed program of directed change, or
(3) with a new research project proposal of special interest to you.

V. Course content, class sessions and readings

1.	Thursday March 28	INTRODUCTION TO SOCIAL CHANGE Reality of Change Fundamentals in the study of change	Allen, Chapt. 1 and 2
2.	Tuesday April 2	APPROACHES TO THE STUDY OF CHANGE Study of socio-cultural change: Evolution, Differentiation and immanency Structural-Functionalism, Cybernitiz analysis The conflict approach, Economic and Technological approach Historical, Ideological factors, self-determinative or active approach Planned and directed change, communication and change	Allen, Chapt. 3 and 4 Allen, (skim read Chapt. 5 to 8)

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3.	Thursday April 4	COMMUNICATION AND CHANGE Basic concepts Diffusion: Elements and traditions of research Innovation	Rogers, Chapt. 1 and 2 Allen, Chapt. 10 and 12
4.	Tuesday April 9	CASE STUDIES IN DIFFUSION Film: Steinbeck's "The Forgotten Village: Discussion of film in small group	Review Rogers, Chapt. 1 Coleman and others "Integration and Innovation" (Mimeo)
5.	Thursday April 11	CULTURE, NORMS, AND DIFFUSION Effect of culture and norms on diffusion Effect of diffusion on culture and norms Resistance to Innovation Social structure and the diffusion process	Arensberg and Niechoff "The concept of culture" (mimeo) "Culture change" (mimeo) Allen, Chapt. 11 Carlson "Social Structure and rate of adoption (mimeo)
6.	Tuesday April 16	INNOVATION DECISION PROCESS Types of innovation decisions stage vs. function conceptualism dissonance theory adoption	Rogers, Chapt. 3
7.	Thursday April 18	PROPERTIES OF INNOVATIONS Characteristics of innovations Perception Selectivity Processes	Rogers, Chapt. 4
8.	Tuesday April 23	INNOVATIVENESS Definition and operational measure Frequency histogram The normal curve and adopter categories Predicting innovativeness	Rogers, Chapt. 5, pp. 176-185 Precis of term paper due (graduate students only)
9.	Thursday April 25	AUDIENCE ANALYSIS: CHARACTERISTICS OF ADOPTER TYPES Dominant social values Social characteristics Channel orientations Cosmopoliteness Self-images of adopter types Focus on innovators	Rogers, Chapt. 5, pp. 186-199
10.	Tuesday April 30	REVIEW OF PROGRESS Class review Test I, short essay and indentification	
11.	Thursday May 2	COMMUNICATION CHANNELS Interpersonal - Mass media Media forums	Rogers, Chapt. 8